REPORT RESUMES

ED 014 106 CG 000 876

COUNSELING TECHNIQUES FOR MATURE WOMEN. REPORT OF THE ADULT COUNSELOR PROGRAM (JUNE 14 - AUGUST 6, 1965).
BY- DOLAN, ELEANOR F. AND OTHERS
AMERICAN ASSN. OF UNIVERSITY WOMEN, WASHINGTON,D.C
PUB DATE 31 JUL 66
EDRS PRICE MF-$1.75 HC-$18.24 454P.

DESCRIPTORS- *RESEARCH, *ADULT COUNSELING, *COUNSELING INSTRUCTIONAL PROGRAMS, FEMALES, VOCATIONAL COUNSELING, CASE STUDIES (EDUCATION), MANPOWER UTILIZATION, *COUNSELOR TRAINING, ADULT STUDENTS, NONDIRECTIVE COUNSELING, EMPLOYMENT PROBLEMS, EMPLOYMENT POTENTIAL, OCCUPATIONAL GUIDANCE, OCCUPATIONAL INFORMATION, VOLUNTEERS, LEGISLATION, REPORTS, MINNESOTA IMPORTANCE QUESTIONNAIRE, GEORGE WASHINGTON UNIV. CONT. EDUC. PROG.

THIS PROJECT DETERMINED SUCCESSFUL COUNSELING TECHNIQUES AND THE LENGTH OF TIME NECESSARY TO PREPARE EMPLOYMENT COUNSELORS TO WORK WITH WOMEN 35 TO 54 YEARS OLD, AND PRESENTS A GUIDE TO HELP OTHERS INTERESTED IN SUCH A PROGRAM. RESEARCH WAS CARRIED OUT BY A DIRECTOR, THREE FACULTY MEMBERS WHO PLANNED AND PRESENTED THE EIGHT WEEK CURRICULUM, CONSULTANTS FOR SPECIAL TOPICS, AND 20 WOMEN STUDENTS. THESE PARTICIPANTS HAD CLASSES IN THE MORNING AND COUNSELING EXPERIENCE WITH ADULT WOMEN IN THE AFTERNOON. THE FIRST CURRICULAR AREA EXPLORED THE HISTORY, PLACE IN SOCIETY, PSYCHOLOGY, AND EDUCATION OF THE ADULT WOMAN. IN ALL AREAS, COMPARISONS WITH MEN AND WOMEN OF OTHER AGE GROUPS WERE PROVIDED. PRINCIPLES BASIC TO COUNSELING WERE PRESENTED IN "COUNSELING TECHNIQUES AND PRACTICUM." CONCLUSIONS FROM TAPED INTERVIEWS BETWEEN PARTICIPANTS AND COUNSELEES INDICATED--(1) THERE WAS NO DIFFICULTY IN ESTABLISHING RAPPORT, (2) THE TWO MAJOR COUNSELEE PROBLEMS WERE LACK OF SELF CONFIDENCE AND LACK OF INFORMATION, AND (3) MOST WOMEN DID NOT RESPOND WELL TO THE EXCLUSIVE USE OF THE CLIENT-CENTERED APPROACH. GROUP METHODS WERE INVESTIGATED, AND ARE SEEN AS AN ADJUNCT, RATHER THAN SUBSTITUTE, FOR INDIVIDUAL COUNSELING. OCCUPATIONAL AND RELATED INFORMATION, HEALTH, RELEVANT LEGISLATION, AND VOLUNTEER JOBS ARE ALSO DISCUSSED. RECOMMENDATIONS FOR FUTURE PROGRAMS ARE PRESENTED. (PR)

ED014106

Counseling Techniques
for
Mature Women

A REPORT TO THE OFFICE OF MANPOWER, AUTOMATION AND TRAINING,
U.S. DEPARTMENT OF LABOR

JULY 1966

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN EDUCATIONAL FOUNDATION

CG 000 876

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

COUNSELING TECHNIQUES FOR MATURE WOMEN

Report of the Adult Counselor Program

June 14 - August 6, 1965

American Association of University Women
Educational Foundation

Eleanor F. Dolan, Director of the Program

Faculty Consultants:

Virginia R. Kirkbride
Kate Hevner Mueller
Marguerite W. Zapoleon

Specialized Consultants

Twenty Participants

Under contract with the United States Department of Labor,
Office of Manpower, Automation and Training

American Association of University Women
Educational Foundation

2401 Virginia Avenue, N. W.   Washington, D. C. 20037

July 31, 1966

The material in this report was prepared under a contract with the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor, under the authority of Title I of the Manpower Development and Training Act of 1962, as amended. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

CONTENTS

COUNSELING TECHNIQUES FOR MATURE WOMEN: PILOT RESEARCH PROGRAM

Eleanor F. Dolan

Pages
Introduction.. 2
References..Ruth Bean... 21
The Worlds of Women..............................Annabelle B. Motz... 23
References on The Worlds of Women.................................. 27

THE ADULT WOMAN:
HER HISTORY, PLACE IN SOCIETY, PSYCHOLOGY, EDUCATION

Kate Hevner Mueller

Chapter

Adult Psychology

I. The Psychology of the Adult Woman..............Alberta S. Gilinsky... 30
II. The Development of the Individual...............Alberta S. Gilinsky... 41
III. Learning and the Education of Behavior..........Alberta S. Gilinsky... 46
IV. Parent-Child Relations..........................Alberta S. Gilinsky... 50
V. The Development of Sex Roles....................Alberta S. Gilinsky... 58
VI. Sex Differences.................................Alberta S. Gilinsky... 67
VII. Personality and Its Development................................... 73
References on Psychology Related to Adult Women
Alberta S. Gilinsky... 84

Education

I. Educating Women and Men: Similarities and Differences................ 88
II. The Movement for Continuing Education for Women
Katherine Warren... 102
Women's Continuing Education: Some National Resources
Eleanor F. Dolan... 109
References on The Education of Women...............Katherine Warren... 115
III. Preventive Counseling for the Adult Woman:
Guidance in the Schools..................Esther M. Westervelt... 117

Women in United States Society Today................Ruth Hill Useem... 121
References.. 121D

COUNSELING TECHNIQUES AND PRACTICUM

Virginia R. Kirkbride

Chapter ... Pages

I. Introduction, Principles, Definitions, Needs ... 123
II. Individual Counseling ... 130
Decision-Making Process ... Virginia L. Senders ... 144
References on Adult Decisions ... Virginia L. Senders ... 148
III. Practicum - Supervised Practice ... 149
IV. Group Methods ... 155
References on the Art of Studying ... Eva M. Johnson ... 170
V. Supplementary Areas ... 171

Legal Aspects of Counseling ... Martha L. Ware ... 175

ECONOMIC ASPECTS OF COUNSELING ADULT WOMEN

Marguerite W. Zapoleon

Introduction ... 188
I. How Can a Knowledge of Economics and Economic Facts Contribute to More Effective Counseling? ... 190
II. What Do We Know About the Economic Characteristics of Women Aged 35-54 in the United States from Census and Other Sources? ... 200
III. Occupational Decisions, Planning, and Adjustment ... 227
IV. What Occupational and Related Information Do Counselors Need and Where and How Can It Be Obtained? ... 241
V. Classifying and Filing Occupational Information ... 256
VI. Gaps, Needs, Recommendations ... 262

Health Problems Among Employed ... Anna M. Baetjer ... 266
References on Health Problems of Women in Industry ... 274
New York State Assists Women Needing Counseling for Occupations ... Guin Hall ... 275
Legislation Affecting the Employment of Women ... Mary Dublin Keyserling ... 278
The Values of the Citizen Volunteer ... Viola H. Hymes ... 285
Volunteering as Preparation for Paid Work ... Marjorie Bell ... 288
Distribution of Teaching Staff in Universities and Colleges by Rank and Sex, 1963-64 ... Ray C. Maul ... 290

APPENDICES

Page

I Adult Counselor Program: Explanatory Leaflet A2

II Proposal to U. S. Department of Labor, Office of Manpower, Automation and Training A4

III Schedule of Activities of Eight-Week Adult Counselor Program A11

IV Syllabus: "The Adult Woman: Her History, Place in Society, Psychology, and Education" and References - - - Dr. Mueller A19

V Syllabus: "Preparation of Counselors in Techniques Applicable to Counseling Adult Women" and References - - - Dr. Kirkbride A28

VI Syllabus: "Economic Aspects of Counseling Adult Women" and References. Also "Samples of Readings for Counselees" - - - Mrs. Zapoleon A56

VII Annotated Bibliography of Basic References and Bibliographies Useful to Counselors of Middle-Aged Women - - - Mrs. Zapoleon A90

VIII Case Studies - - - Prepared by Participants A99

IX Roster of Faculty and Specialized Consultants A124

X Roster of Participants and Biographies Written by Themselves A132

XI Roster of Organizations Providing Observation Experiences A142

XII Roster of Those Offering Special Service to the Program A144

XIII Roster of Associations From Which Special Study Material Was Requested A147

COUNSELING TECHNIQUES FOR MATURE WOMEN

PILOT RESEARCH PROGRAM

Eleanor F. Dolan
Director of Research, AAUW Educational Foundation

Introduction to the Program

Additional material from consultants:
   Ruth Bean
   Annabelle B. Motz

COUNSELING TECHNIQUES FOR MATURE WOMEN

PILOT RESEARCH PROGRAM

How It Began and How It Operated

"I am forty-two years old and have a lovely family of husband and two teen-age girls who are almost ready to go to college. I finished only two years of college, but I must get a job to help meet the girls' heavy college expenses. Besides, I am not interested in filling my next twenty-five years with bridge; I want something as absorbing and worthwhile as raising my family has been. What can I do at my age? Where can I find someone who can show me how to prepare for it educationally? What are the opportunities and demands of the work world? I feel rusty at so many points!"

This is typical of the inquiries which have been flooding into colleges and universities and to the few other centers which exist for the counseling of mature people. This woman is an example of the many who have fulfilled one career at home and who realize the financial and the personal necessity for embarking on a second career. With increased length of life and good health, these women have anywhere from twenty-five to thirty-five years of active life ahead of them. Many have valuable experience in volunteer work and through this or other experiences they have remained mentally alert. Most of them have children in their families; they wish to continue to grow intellectually and in companionship with their young people. The cost of education for these children requires many mothers to work for pay.

The particular woman quoted represents the middle-class, intellectual married woman rather than the "blue-collar" wife. It was the plight of the former which first called AAUW's attention to the need for counseling. But, any woman who is thinking about her next employment is at a cross-roads in her life and most of them could use help in assessing their capacities and the realism of the ideas they are turning over in their minds. Only the applications differ. The counseling skills to assist both are basically the same: knowledge of the psychology of the adult woman, of the educational requirements for new work, of the vocational opportunities available, and competence in the ability to make these meaningful to the counselee.

The national manpower situation is such that all over the country women of this age, married or single, and of varying degrees of educational attainment are needed. The relation of manpower need and the demand for counseling of adult women is clearly evident in a Women's Bureau report:

> There is a direct relationship between the educational attainment of women and their labor force participation. The more education a woman has received, the more likelihood that she will be engaged in paid employment.
>
> In March 1964, 72 percent of all women who had completed 5 or more years of college and 53 percent of all women with 4 years of college were in the labor force. In contrast, only 25 percent of all women with less than 8 years of elementary education were employed or seeking work. The chances of being employed were even slimmer among women who had less than 5 years of formal education.[1]

This quotation also highlights why the counseling problem is acute among middle-class women, though as Dr. Mirra Komarovsky points out in her book, Blue Collar Marriage, working-class wives also are involved for they "speak wistfully of the job they held prior to marriage and expect to hold again when the children are older."[2] Also evident is the reason why an organization such as The American Association of University Women should feel so forcibly the brunt of this technological and social revolution. That there are not enough counselors anywhere to help these women was all too painfully clear. Further, it is not even agreed among the profession what they need in terms of a counselor. Nor is it generally known where these women can be best used.

Similar points were made at the recent conference on "New Approaches to Counseling Girls in the 1960's" by Mrs. Mary Dublin Keyserling, Director of the Women's Bureau, who in concluding the conference said: "We live in a period of revolutionary change affecting the lives of all of us, but the lives of girls and women have been changing more rapidly than men's." She went on to say "Some of you have felt that we were pushing women into work. The fact is that the push is already there. ...The difficult problem for women is when to make this choice. The problem of the time of reentry into the labor force is a matter for the individual family to decide."[3]

Mrs. Keyserling's statement highlights the situation with respect to adult women which has made necessary this research into the qualification of counselors. The rapidity of social and economic change is perhaps greater for those women between the ages of 35 and 54 than for the very young girl! Certainly in terms of their movement into the labor force, this is true. Up to the present, it is true also that for their needs education and other social services have not been adequately provided.

Many persons concerned with developing the full potential of American women have been trying for several years to do something about this situation. The need for counseling, including that for the mature woman, is being given more and more attention. For example, it was accorded a top priority among needs in American Women, the report of the President's Commission on the Status of Women.[4] Anticipating this demand, Dr. Ester Lloyd-Jones in her "Education for Reentry into the Labor Force" stated in 1958: "Almost all the vocational guidance literature and training courses in this country concentrate on educational guidance for adolescence." She added further: "There is a need to develop counseling resources for women in their middle years. There is almost a complete lack at the present time of such resources. Until these are developed, the rapidly growing number of courses and educational programs will be poorly utilized by women who might use them to great personal and social advantage." [5]

In the more than a year which has elapsed since AAUW's first check of the literature was made, reports have begun to appear which (1) explain what this special, limited counseling is like, (2) who is giving it, and (3) suggest that it should be more available. For example, Professor Cyril O. Houle of the University of Chicago wrote that "Many businesses and industries" are "providing counseling to employees on their educational programs." He also mentioned the educational counseling which education officers and librarians are expected to give in the armed services and further advocated that persons seek help in a "special counseling center," but commented that "such centers are not widespread."[6] The work which the YWCA is doing in its "Vistas" program is a fine effort to show the need for counseling and some ways in which it can be met.[7] The new publication of the National Manpower Council entitled Manpower Policies concludes with this statement: "Wise and enhanced investment in people and achievement of the ideal of equal opportunity for all are not only the foundation stones of sound manpower policies. They are also means for realizing the American Dream."[8]

Previous Experience of AAUW and Others

Statements such as these, together with many discussions with professional counselors in higher and secondary educational systems, with persons in industry and with those in the few existing community services, together with AAUW's own experience of the demand for counseling, convinced the AAUW Educational Foundation that it could and should take a beginning step to emphasize the need for counseling adult women and to provide resources for others to use in developing the kind of counseling which will meet the need of any adult woman.

AAUW's experience which triggered this decision came about through three years' work with the AAUW College Faculty Program. This program, directed to qualifying mature women for second careers as college faculty, was carried out in eleven southeastern states. Interviews were held widely over the area as candidates were sought for the graduate study opportunity offered by that program. Many, many women sought interviews or wrote to the program for help to determine what their next step would be. These women in the typical case, as the introductory quotation stresses, had completed or were about to complete very satisfactory home careers. Realizing this, they were searching for new outlets for their time and energy. Many possibilities for self-fulfillment presented themselves, for example, recreation, volunteering, a paid job. The last, if was decided, would be the subject of this research. Being thinking people, the women sought occupations which would enable them to reach their full potential rather than one whose satisfaction would be mainly a pay check. Inquiries from those with limited educational attainment showed what more they could have accomplished had proper counseling been available. It was for the job-minded woman that this research was undertaken. Evidence was overwhelming that guidance resources were less than minimal for any segment of the adult woman.

From these several experiences, the AAUW Educational Foundation developed the Adult Counselor Program. Dr. Virginia R. Kirkbride, who became a faculty consultant for the program, expressed the AAUW thinking when she wrote, "The number of women who are faced with the necessity as well as having the desire of entering the labor force is increasing daily. These women need guidance not only in securing positions but also in taking a realistic view of themselves in relation to the job market." AAUW's experience in the southeastern states is duplicated all over the country. Those working professionally in the counseling field and especially those working with women recognize this, but with one exception no action prior to AAUW's interest had been taken to supply the need. That exception was a 1964 program with graduate students conducted by Dr. Ester M. Westervelt, Assistant Professor of Education, Teachers College, Columbia University. Dr. Westervelt very generously shared her experience with AAUW, and later spoke at the AAUW program (see pages 118-120). In May 1965, just before the opening of the AAUW program, the New England Board of Higher Education and the Center for the Study of Liberal Education for Adults at Boston University conducted a week's exploration into aspects of the counseling of adults and the training of counselors.

> "They met [at Chatham] to define the goals and purposes of adult counseling, as differentiated from the counseling of young people, and to identify a body of knowledge and suggest the settings for training programs for adult counselors." 9

One of the leaders, Dr. Virginia L. Senders, was a consultant for the Adult Counselor Program and presented some of the thinking of the Chatham meeting.

To test the counseling need still further and to obtain practical experience with what might be done, the AAUW experimented with three two-day counseling programs with local higher education in Washington, D. C., in Greensboro, North Carolina, and in Memphis, Tennessee. The response was tremendous. From these meetings, crystalized a very definite point of view about the kind of counseling which was appropriate for these women: Basic counseling has to be done by one person who must have adequate knowledge of adult women's psychology and family problems, up-to-date information about educational resources available in the specific community, knowledge of the techniques of counseling which apply to adults, and current information about the local job market. Badly as these women need all-around assessment of their potential and qualifications, they are too often insecure about their capacity outside the home, too uninformed about recent educational and job developments and too easily discouraged to be willing to move from office to office seeking "pieces" of help they need. Neither are they capable of taking these pieces, filling in the gaps, and making a whole picture. They must find a basic understanding of their needs in one person and with that person work out the specific steps to be taken. With great regret, one has to report that at least among middle-class women confidence in themselves and in their potential as individuals has greatly diminished during their years at home, and its restoration is a major job for the counselor.

Some theories and methods of counseling have fragmented the work of the counselor very greatly. The experience of the three AAUW experimental counseling sessions and the many requests for help which came individually to AAUW, together with reports from other areas in the nation that mature women do have special needs, all confirmed the theory that the counselor of this age group should be one person with unusually broad professional competence. It was also thought that the results of this investigation would have applicability for counseling mature men. They would seem to need the same sort of qualified person, for in the future more of them will seek counseling to meet changing economic situations. But if so, that would be an incidental benefit of this research. For these many reasons it seemed very clear to AAUW that a training program directed to mature women was imperative.

Preliminary Planning of the Program

In no sense would the program AAUW was proposing be the last word on counseling adults; it would be but a beginning upon which others assuredly would improve. The general idea, including the eight weeks time span, was talked over with Mrs. Marguerite W. Zapoleon, Dr. Virginia R. Kirkbride and Dr. Kate Hevner Mueller* as representative of the disciplines which seemed necessary for the equipment of an adult counselor and as persons of great altruism and with an interest in developing women's abilities and womanpower resources. They agreed to devote their summer to such a research program, each contributing her specialty, if the program could be arranged.

---

* Mrs. Marguerite W. Zapoleon, Economic Consultant, formerly Chief, Employment Opportunities Branch, Women's Bureau, U. S. Department of Labor; Dr. Virginia R. Kirkbride, Dean of Women and Associate Professor of Educational Psychology, George Washington University; Dr. Kate Hevner Mueller, Professor of Higher Education, Indiana University.

Thereupon AAUW turned to the Office of Manpower, Automation and Training (OMAT) of the United States Department of Labor for financial support of the idea which by that time had turned into a proposal for a summer program covering eight weeks with twenty competent counselors as Participants to test the value of the material and practices to be used and the validity of eight weeks of intensive training as preparation for this kind of counseling, given previous basic counselor education. The proposal included the publication of a report of the experiment. With the above-mentioned faculty and other consultants, the program was scheduled for the weeks from June 14 through August 5, 1965. Regular daily sessions were to be held at the AAUW Educational Center, Washington, D. C., where there was room for large meetings and for individual conferences. The George Washington University graciously agreed that the participants might use the university library and set aside a section of the newest dormitory so that they might enjoy the educational benefits of informal exchange with one another.

Other organizations in the District of Columbia area agreed to make their resources available, notably the Central Public Library and the libraries of the American Personnel and Guidance Association, the U. S. Department of Labor and the U. S. Office of Education. The efforts of the Central Public Library and the Department of Labor to arrange available material so as to be of maximum service to the Participants were particularly gracious. Each of these later assisted the Program and to their number should be added the wealth of professional help received from those in guidance and personnel and in other fields, further testimony to the need for trained counselors. The suggestions of research specialists of the OMAT office were especially valuable in developing the full possibilities of the original proposal and were much appreciated.

The request to OMAT for financial support stated the exact area of research to be:

> To determine what techniques are successful and how long it would take to prepare qualified women counselors to work with women adults seeking employment, and to publish the result in a training manual form as a guide to others trying to meet the crying need for counselors of adults.

It was proposed that the research should "concentrate on establishing the kind of counseling adult women need and the development of new techniques for providing it, especially in relation to curriculum and length of program and evaluation of those presently available and being used." The request stated that "it is important to determine the nature and extent of a satisfactory training program and through publication to make this information easily available and widely known." (See Appendix II)

The method of proceeding with the program was outlined in the proposal. Included were an estimate of the time necessary to develop this speciality, given basic counseling competence, the nature of the formal "core" courses and supplemental learning experiences, cooperation of local universities and of other area resources, and an explanation of the function of the twenty Participant counselors in the conduct of this research. The presentation to the Participants of a curriculum syllabus (see Appendices III-VI) on arrival in Washington and the publication of a formal report were also in the proposal. A contract for research along these lines was signed in the spring of 1965 between the AAUW Educational Foundation and OMAT of the U. S. Department of Labor.

Plans of the Faculty Consultants

Faculty consultants considered the following to be course work essential to the specialty of counseling adult women: "The Adult Woman: Her History, Place in Society, Psychology and Education" (Dr. Mueller); "Preparation of Counselors in Techniques Applicable to Counseling Adult Women" /in this report called "Counseling Techniques and Practicum"/ (Dr. Kirkbride); "Economic Aspects of Counseling Adult Women" (Mrs. Zapoleon). The purpose and scope of these courses were stated as:

Dr. Mueller:

> To prepare counselors to help adult women: to take fullest advantage of available employment opportunities; to be best equipped to meet the problems of the working woman; and, to be a woman in present American society which includes living within the family situation, being a contributing citizen in a democratic society, earning a living and enjoying a satisfying personal life.

For this purpose counselors need to understand that such counseling is personnel work, an applied social science, and to identify (1) its relationship to psychology and sociology, their concepts and teaching; (2) its own theories and principles (assumptions, hypotheses, methods, policies); and (3) its functions, goals and limitations in a democratic society.

Dr. Kirkbride:

To achieve the maximum understanding of why people act the way they do in their relationships with each other.

To acquire a knowledge of the group process and its effect on the individual.

To identify a relevant body of knowledge in which counselors of adults should be trained.

To develop an increased understanding of the counseling process through supervised practice in individual counseling.

To develop an understanding of techniques of group counseling.

Mrs. Zapoleon:

To view the economic characteristics of women, aged 35-54 in the United States, noting differences from those of men aged 35-54 and from those of other women, and assessing trends and predictions.

To examine sources of information on work opportunities and resources available to women aged 35-54 who seek to alter their work roles.

To discuss effective use of facts and sources by counselors in assisting these women with their occupational decisions, planning and adjustment.

To note gaps in economic information, in methods of using it, and in counselor preparation in this area that retard effective counseling of these women.

To suggest how these gaps may be reasonably reduced.

The faculty consultants proceeded to implement these expectations by planning the specifics of the curriculum which they believed would accomplish the program objective in eight weeks. This covered, in addition to subject matter, such other items as the daily organization of the program (including a first week of supervised observation), identifying the principal consultants in special fields needed to supplement their own resources and finding and choosing the Participant counselors. Observation trips to appropriate business, research, service and government operations were part of the plan, but this later proved to be a minimum possibility in the time at the disposal of the program.

The major function of this planning period was the determination of what should go into the curriculums in the syllabus. This was to be given to each Participant as she came to the first meeting of the Program. The faculty consultants and director felt that it should include the outlines of the three "core" courses, appropriate bibliography and any other material which would help to give reality to the plan and to outline its probable direction. Also to be included was a day by day, overall outline of the work, with the understanding that change was likely because flexibility and experimentation were key elements of the program. A copy of this syllabus, including a tabular view of each day's operation, is presented as Appendices III through VI.

The Participants

There were nearly a thousand inquiries about the program from women wanting to participate, although the time for advertising it was unusually short. The AAUW sent out one general release about the opportunity and two specialized mailings and the U. S. Department of Labor cooperated by notifying state labor departments. Information about the forthcoming program was quickly picked up throughout the country and widely used by the news media. Twenty recipients of the subsidy of $600 were chosen for the eight weeks program from 144 well-qualified applicants. As they were contributing to the research, a variety of qualities was sought. Factors in the choice of Participants included proved academic ability, need for training, potential contribution to the program and dedication to professional use of the experience. They came from fifteen states and the District of Columbia. Fourteen already had their master's degree (ten in guidance and counseling or interdisciplinary fields) and four others were candidates for the degree. One had the L. L. B. degree and one a bachelor's. Some had credit for work beyond the master's. Their ages varied from 27 to 61 with the average being 42.5 years. All but six have been married, one was separated and one a widow. The number of children varied from none to five, most seemingly in the teen-age group. No information was requested about the husbands, but indications were that most are in professional work. This variety among Participants was deliberately sought in order to bring as many situations or experiences into the testing program as possible. This was an endeavor to estimate training time based on different preparation and to forsee the many kinds of situations which counselors of adult women would have to meet. The lack of a counselor from industry was felt, but it had not been possible to find one. Diversity was also sought in educational experience and in work with women from different economic levels.

Information about a few of the Participants will serve to illustrate the qualities they brought to the program. (Their biographies written by themselves are attached as Appendix X.) One whose bachelor's degree was awarded in 1936 and master's in counseling and guidance in 1965 was motivated to apply for the program, not alone by her experience in an employment security office and subsequently as a college counselor, but particularly by the lack "of organized adult counseling programs in the Negro community" of the city in which she lives. She and another Participant who served with her Governor's Committee on the Status of Women, and who herself returned to graduate study as a mature person, have plans to do something to correct this situation.

The Participant who works for a "poverty program" in a large city, where the majority of clients are Negro and Puerto Rican, has had years of experience in counseling immigrant workers in this country and elsewhere. She wrote of the "tragic mistakes" likely to be made when "a mature woman planning for re-training or for gaining new skills directs herself into a sector of the economy that is either already overcrowded or highly competitive." In her organization, she explained, the machinery for adult counseling is set and ready to go. Her intention is to specialize in the counseling of girls and women.

Community counseling services, in this case in terms of volunteer service in creation and policy making, are the special interest of the Participant from a northeastern state. When she began looking for counseling on something "more structured to do for the next several years," she found there was no source of help in the state. Her plan is to work with the state AAUW in cooperation with other agencies to develop a counseling program for women. Similarly, another Participant saw the need for a publicly supported adult counseling service in her county and has been working for it. This is her long range goal to which she brings years of experience in many counseling situations.

More than one Participant felt the need of this program because in her work she had to cope with the mother's inadequacies as reflected in unsatisfactory family situations. This is illustrated from the work of a Participant who is a visiting teacher and from that of another who is a counselor in a senior high school. The latter's protest that "counselors-in-training are seldom taught how to cope with the parent" brought another dimension to the discussions of adult counselor requirements. Women with experience in situations like these or those involved with retarded children or delinquents brought valuable realism to the discussion of the counseling needs of mature women, especially those planning on a paid job.

When a college faculty member is prepared, the chances are strong that the principles taught will be passed on to an ever-growing number---to students who in their turn will use and refine what they have learned. It was by design, therefore, that several of the Participants were in or entering upon college and university situations where the experience of this summer session would be put to use.

Not enough praise can be given to the contributions of the Participants. From the moment of their selection to the last day of the program---and from all accounts right on into their current use of the training---they were "in there pitching." Their keenness and unflagging zeal were an inspiration to the consultants and to each other and were responsible for everyone's obtaining so much from the program. Their contributions of specific analyses or investigations were significant. Papers were required by Mrs. Zapoleon and Dr. Kirkbride. These and other contributions are reflected in the text though not all can be memtioned by name. But equally valuable was their assistance in pinpointing the material which should be in the final report if it was to be used as a conseling document. For the most part, this came through discussions of the impact of the material. It was refined by their varied experiences, mature personalities and their perception of what the adult woman needed, especially the one considering participation in the job market.

Work and Study Schedules for Participants

Participants' work days followed a fairly regular pattern---morning lecture-discussions in "core" courses with faculty and special consultants and very often group luncheon and discussion with the same leaders for further development of ideas and points of view. Afternoons were principally devoted to experience in counseling adult women (under supervision), in study and preparation of material for class requirement, and in individualized sessions with consultants. Dr. Mueller's brief time with the Participants provided unity for the several parts of her course. The program felt itself most fortunate in having the service of specialists in the major segments of that course for a few days or a week, for they presented to an unusual and telling degree a variety of ideas and of specializations useful to counselors. A view of this coverage, its depth and method of attack on the course research is woven into the text of this report, presented as supplementary material with each of the three major courses or in the appendices.

The faculty's objective was to bring together in a systematic fashion the basic instruction needed by a counselor of women from any economic level aged 35-54, especially one considering paid occupation. As the reader will see in the following chapters, faculty consultants and specialized consultants strove to identify materials and methods, adapt them to "guessed at" needs of adult women, tested their value with the twenty women Participants, and retained or modified them (or noted the deficient areas) as experience suggested to arrive at a recommended curriculum for training adult women seeking a new vocation.

The Pre-Program Observation Week

One of the innovations in this program was the observation week, under supervision, spent with an outstanding operating group. Each of the twenty Participants was assigned to one. No words can adequately thank these organizations for receiving the Participants and for the amount of time that individuals on these staffs gave to make this experience significant to the whole program. The assignment was adjusted in so far as possible to the particular interests of the Participant and its potential use to her at the conclusion of the program. Because of the diversity of interests of the Participants, there was variety represented in the observation situations---from university and college women's continuing education centers to brand new organizations in poverty stricken urban situations as well as some of the best, long-established counseling organizations. On her arrival at the AAUW Educational Center, each of the Participants was asked to report in writing and orally her observation experience, thus sharing information with others in the group. This helped to stimulate their interest in the many phases of adult counseling with which they might become involved including the types of problems of women of different groups. It also emphasized that the total program was seeking methods for training the counselor of any adult woman. The impact upon these Participants---already experienced in counseling---of the opportunity to see in operation a fine, dedicated, live organization, many times without the financial resources needed but nevertheless doing day by day a creative and contributing job, did a great deal to set a high and enthusiastic tone for the entire following seven weeks of work. Discussions, contacts, conversations with these cooperating groups in subsequent weeks showed that there is a continuing interest in what was accomplished. The consent of these groups to accept the Participants is another measure of the importance with which the training of adult counselors is invested and the critical need felt for qualified ones---as fast as possible.

The Seven Weeks of Study in Washington

During the seven succeeding weeks, the consultants and the Participants set about the analysis of what a well-equipped adult counselor should have, keeping in mind the ultimate report that might be useful to the profession and the training which Participants themselves could use. The program was fortunate that Miss Ruth Bean was able to attend as the initial special consultant. From her position as Director of the Women's Educational and Industrial Union in Boston, Massachusetts, she presented a perspective on the development of patterns of women's lives in America. Her look at the past showed that today's problems are not new and that solutions were earlier sought, also by women's groups. That to a degree history repeats itself is reflected in her statement, "How admirable that women are again desiring training and an opportunity to become a vital force in the world of work!" Her research brought out that earlier job-related problems of adult women, of both "white" and "blue" collar classes, included then as now family involvements, lack of education, inadequate job openings, lack of knowledge of jobs available. Contrary to some opinion, recognition of the importance of counseling in solving some of these problems is not new either: As early as 1881 the "Union" not only had offices for different types of employment, but for those "unwilling to go to the employment office, [the Union] aims not only at finding employment for them, but at giving kindly advice as well."*

Miss Bean's talk provided a direct lead into the roles and problems of women in history and in American society today. Dr. Annabelle B. Motz, Assistant Professor of Sociology at the University of Maryland, gathered the historical material together under the title, "The Worlds of Women," emphasizing the _many_ varieties of American women who have existed and who exist today (_see infra_).

And, again with women's future in mind, Dr. Ruth Hill Useem, Professor of Sociology, Michigan State University, brought out that "We have to live with the problems presented to us in our time and place in history, and somehow or other we have to find new values which will bring about new definitions of the tender-hearted and the tough-minded roles, if we are to survive as a Family of Mankind... ." "And," she went on to say, "it seems to me to make the answers from the past, such as women's place is in the home, men's place is somewhere else, like embalming the dead. These answers are made to look so lifelike, but they are all monstrous lies. And I hope you want to count yourself among the living!" (_See infra_)

Dr. Frank L. Sievers, Chief of the Guidance and Counseling Section of the U. S. Office of Education, and Dr. Ralph Bedell, Director of the Counseling and Guidance Institutes Program of the U. S. Office of Education, each spent valuable time with the Participants discussing the profession of counseling in general and particularly the attention and financial investment of Federal and state governments which have wrought a revolution in counseling in recent years and are setting patterns for the future. Stressing how much has been learned in the last fifteen years about mankind, "probably more than in all previous history," Dr. Bedell nevertheless cautioned that "much about the individual is still mystery." He pointed out that the extent to which the counselor is able "to unravel mystery of the person, to make the person meaningful to himself," is the mark of her success. Dr. Sievers reported details of the improvement in school counseling, especially since the initiation of NDEA. He spoke of this as"one of the real success stories in education" for both the number of counselors and their training were vastly improved. Some hard choices had to be made and will have to be made, Dr. Sievers noted, but he urged the Participants, if necessary, "to sacrifice numbers in order to have quality. ... Let's make sure that year after year we set our professional standards a little bit higher so that in the end ... people will continue to have confidence in the person that most people label the guidance counselor... ."

---

* Suggested references pages 21-22.

Linking middle-class women's past occupational interests and problems with the future, Dr. Joseph C. Totaro, Associate Professor of Education and Director of the Teacher Placement Bureau, University of Wisconsin, talked to the Participants about teaching. His experience is that women, today as in former generations, find the profession appealing. He chose to emphasize for the Participants the current need for full information about education opportunities before advantageous choices could be made among new opportunities, such as teaching in the community college. Current demands and conditions in college teaching were also the subjects of discussion by Dr. Ray C. Maul, former Assistant Director, Research Division of the National Education Association (see infra).

These few selections from the presentations of the consultants whose work is part of the succeeding pages indicate the inspirational and innovative thinking, the quality of instruction, the sensible appreciation of the past and sensitivity to the counseling needs of today's and future adult women which characterized the program.

The Nature of the Final Report

The three major chapters of this volume include the overall report of instruction used, tested and considered worth recommending for the training of other counselors. Each course or element added its own special contribution. To mention only a few: Dr. Kirkbride tested with the Participants the techniques possible for work with adult women, both on individual and group bases, and demonstrated their use. An essential part of the experiment was applying these under supervision in tape-recorded sessions with clients. Several Participants' papers analyzed the effectiveness with adult women of these techniques. Skill in their use was shown to be a most important element for the trained adult counselor. Mrs. Zapoleon not only made an unique analysis of new thinking about women's employment, but generously provided an annotated bibliography of material pertinent to the current scene (see Appendix VII). Dr. Mueller and Dr. Alberta S. Gilinsky together opened new vistas in the specialization on the psychology of adult women.

All in all, the experience of the Adult Counselor Program convinced the faculty consultants and director that psychologically and practically the adults of the 35 to 54 age group, regardless of economic level, need a counselor with the skills and resources presented in the three "core" courses in addition to basic counselor training available in a good graduate program. Much of what was developed seemed equally applicable to a younger group of adult women; but, they were not the special area of this program. AAUW's program also revealed the many gaps in knowledge and service which should be filled in order to train counselors adequately and prepare them to assist adult clients. These are brought out in the succeeding pages. However, a few examples here are pertinent: There is need to organize the wealth of material which exists and could be brought into an educational training program for these counselors. A significant gap exists in visual and audio materials suitable for use with this age group. The science of adult psychology has not been thoroughly explored. But, we consider this summer's work a beginning, a necessary first step.

The Need for Subsequent Programs

The consultants and Participants during this summer program became convinced that the counselor of adult women, particularly of women seeking paid positions, must have as up-to-date and thorough knowledge as possible of adult psychology, the realities of the job market and of required and available educational resources, and appropriate counseling techniques. But we hope this conviction will be tested in successive programs and especially by the Participants of this one in their many careers. We dare to predict a few of the results of such testing by use. The "core" material we used will remain essential but be refined; the length of the program will vary with the previous experience of the students or with a different program goal or if there is opportunity to fill in the curriculum gaps in this program recognized by the consultants and Participants. With the present pressing need for informed counselors of adults, we hope that our directness and brevity of reporting will be found of use in short programs, or sections of longer ones, for the training of adult counselors.

We have seen in our work many principles which we believe applicable to both sexes---and none more surely than the basic one of general analytical and informational competence in one person. Our work was carefully directed to 35-54 year old women, but, the need is equally great for information on counseling mature men. We suggest that this report has value for the person concerned to understand women's needs and their relevance to the whole personal and job situation of which men are a part and also to those concerned with the requirements of adult men.

We shall be in touch with our Participants over the next few years to learn from them how the educated guesses of educational needs and their fulfillment in 1965 have stood the test of years of use and of their adaptability to the changes in our society which the years will bring.

REFERENCES

1. U. S. Department of Labor, Women's Bureau. "Fact Sheet on Trends in the Educational Attainment of Women." Washington, D.C.: Government Printing Office, May 1965.

2. Komarovsky, Mirra. Blue-Collar Marriage. New York: Random House, Inc., 1962. 395 pp. Index, bibliography.

3. Keyserling, Mary Dublin. "Highlights of the Conference," New Approaches to Counseling Girls in the 1960's. A Report of the Midwest Regional Pilot Conference co-sponsored by the Women's Bureau, U. S. Department of Labor and the Office of Education. Washington, D.C.: Government Printing Office, 1965. P. 67.

4. American Women. Report of the President's Commission on the Status of Women. Washington, D.C.: Government Printing Office, 1963. P. 15.

5. Lloyd-Jones, Esther. "Education for Re-entry into the Labor Force," Work in the Lives of Married Women. New York: Columbia University Press, 1958. Pp. 31, 40.

6. Houle, Cyril O. Continuing Your Education. New York: McGraw-Hill, 1964, Pp. 165-166.

7. Gardner, Laura C. Vistas for Women: Report of a Special Project, 1963-1965. New York: National Board of the YWCA, January 1966. 78 pp., processed.

8. National Manpower Council. Manpower Policies. New York: Columbia University Press, 1965. P. 115.

9. New England Board of Higher Education, 1964. Winchester, Massachusetts: The Board. P. 16.

REFERENCES

Compiled by Ruth Bean

Annual Reports of the Women's Educational & Industrial Union, 1878 to 1912.

Beard, Mary R. Woman As Force in History. New York: The Macmillan Company, 1946.

Bragdon, Elizabeth (ed.). Women Today. Indianapolis: The Bobbs-Merrill Company, Inc., 1953.

Croly, Mrs. J. C. The History of the Woman's Club Movement in America. New York, 1898.

Cutler, John Henry and Ives Washburn. What About Women? 1961.

Daedalus, Journal of the American Academy of Arts & Sciences, Spring Issue, 1964.

Holtby, Winifred. Women and a Changing Civilization. Longmans, Green and Company, 1935.

Kopold, Sylvia. "Where Are the Women Geniuses?", The Nation. December, 1924.

Metheny, Eleanor and James A. Peterson. The Trouble With Women. New York, 1957.

Parsons, Alice Beal. Woman's Dilemma. New York: Thomas Y. Crowell, Company, 1926.

Riegel, Robert E. American Feminists. University of Kansas Press, 1963.

Ruddy, Ella Giles. (ed.). The Mother of Clubs: Caroline M. Seymour Severance. Los Angeles, 1906.

U.S. President's Commission on the Status of Women. American Women. 1963.

__________. Report of the Committee on Education. October, 1963.

U.S. President's Commission on the Status of Women. Progress Report on the Status of Women. October 11, 1963 through October 10, 1964.

White, Martha S. (ed.). The Next Step. A guide to part-time opportunities in Greater Boston for educated woman. Radcliffe Institute for Independent Study, 1964.

Whitman, Ardis. How To Be a Happy Woman. New York: Appleton-Century-Crofts, 1952.

Wood, Mary I. The History of the General Federation of Women's Clubs. Norwood Press, 1912.

THE WORLDS OF WOMEN*

There is not today, and there never has been, AN AMERICAN WOMAN. There are---and have been---American Women.

To emphasize the diversity of American womanhood, we need to look back to the worlds of our forefathers. We need to know what those worlds were like---where they were, who peopled them, what the socio-economic conditions were. We need to know the kaleidoscopic worlds that have in the past, do today, and may tomorrow constitute this great nation of ours.

Study, rather than idealization of the earlier days, reveals that the first European settlers were not one people but rather many. Though most were young males, all the migrants had come from different communities, both literally and figuratively. For language differences were great and class distinctions were marked. And the women, like the men, had to adapt their pasts to the demands of the peoples and the geographic locales in which they settled. What one-ness there was, was prompted by the struggle for survival in an alien milieu, by the common problems all faced in coping with man and nature far from native lands. The struggle to live made it mandatory that virtually all men, women, and children work in and around a home---frequently that of a stranger. (Even among the select few, community responsibilities and the supervision of workers decreased the hours of leisure that they could indulge in.) The lot of most of the women was to marry young, bear and lose many children, cook, sew, wash, farm, etc., in order for the family to subsist. Their short lives, terminated by disease or childbirth, allowed little time for schooling. (Attitudes toward the desirability of education for girls varied in different places.)

As the Eastern communities became more established, as people's identities and statuses became set, as the patterns introduced by the earlier colonists became the law so that subsequent immigrants were beholden to learn and follow them, the frontiers moved westward. The pioneer women---political and religious refugees, adventuresses, homesteaders---added their varied roles to the wide range of women's roles already being played by the isolated poor cotton farmer's wife, the educated New England lady, the servant girl in the motherless home, and women in utopian communities.

---

*This material prepared from the lectures by Dr. Annabelle B. Motz.

The lack of extended families to assist in meeting the exigencies of daily life fostered the banding together of strangers for specific needs. Such voluntary associations have played and persist in playing an important part in American democracy, with women being active in them. (The frontier conditions and other pre-Civil war socio-economic changes stimulated some women to militantly advocate educational and political rights for themselves and Negroes.)

Concomitantly with the growing women's movement and bearing a great impact on both men and women was the acceleration of the Industrial Revolution. The Civil War proclaimed the victory of technology which paved the way for the mass migrations of Southern and Eastern Europeans to the cities and for mass production to meet the needs of unknown millions. The city---and its employers seeking cheap labor---lured the single girl, the extra mouth to be fed, the widowed woman, as well as the housewife who for one reason or another sought to increase her earnings outside the home instead of by taking in laundry, sewing, or boarders!

Into this century, the value system emphasized a strong Protestant ethic. It complemented the capitalistic values of hard work, risk-taking, and individual responsibility. The firm belief in the freedom of the individual that both capitalism and Protestantism fostered was closely related to the belief that man is a rational animal, that he can solve personal and public problems through reason. The ballot box and the persistent struggle to extend the right to vote to the propertyless and members of minority groups---women, Negroes, Indians---are continuous symbols of these beliefs.

As the factory system developed and as city life replaced rural life, women's essential home economic tasks were reduced or eliminated. Some American women worked outside the home. Others, occupied themselves with clubs or cards or do-good activities. These latter women of the "middle-class" are the ones whose values have generally been associated with the misnomer, "An American Woman." Still others, upper-class women, attempted to preserve family name and heritage through careful mate selection and shrouds of privacy around their activities.

Though the myth of the American Woman as one who marries young, bears a small number of children, and participates actively in homemaking and community affairs persists to this day, World War II, accompanied by dramatic economic changes and the ascendance of the U. S. as a prime global power with an urban population, prompts another look at women's roles. For during the past thirty years, individual responsibility and ownership have been replaced in ways undreamed of by the economists who deplored the absentee ownership of the pre-World War II industrial giants. Automation creates a demand for those with skill and advanced education. Much physical labor has become push-button labor so that both sexes may perform it. New products, new world markets, and new modes of transportation in addition to the new techniques of production have challenged the consumption and production patterns of the past. These changes which make us a nation of anonymous consumers of goods and services parallel the vast growth of this country's population and the accelerated mobility of people, a mobility that has been characteristic since the discovery of this country. These changes tend to minimize the role and import of the individual. They tend to demand the cultivation of rational behavior if work is to be done effectively and efficiently. More and more of the population seeks its satisfactions outside of the work situation---and outside of the family group where diverse individual interests inhibit facile communication.

Although the middle-class pattern is still vociferously espoused for her, the woman's need in the home because of real or symbolic economic functions she performed has been replaced by an emphasis on her mothering role as an influence on the personality of the children. Simultaneously, there is a recognition of her rights, responsibilities, ambitions, etc., as a human being so that increasing demands are being made to provide her with opportunities to express herself and develop her own personality to the fullest. In today's society, women are eager to "get out into the world," to become important members of society in terms of earning money. They are seeking jobs in an economy that must constantly stimulate wants and create products because it is far beyond merely meeting the needs of its people for subsistence. As women seek to improve their statuses and find their identities in the work-a-day world, increasingly that world will bestow rewards in order to stimulate the worker's demands as a consumer rather than for the work done by the worker.

The many worlds of women in the future are likely to be on a smaller globe, possibly a united one with peace on earth. The world's population may find food plentiful because of the fruits of the oceans. Life is likely to be more comfortable as scientific knowledge enables man to vastly increase his control of nature so that everyday wants are easily satisfied. Many new kinds of occupations will develop not only for American women, but for women all over the world.

And yet while our physical comforts will be satisfied, will we have redefined our value systems to enable us to make the transition from a working-saving economy to a spending-leisure way of life? The major problems of today and of tomorrow may well be the same: social relationships, peace, and purposes. To meet these challenges, we will continue to need all types of counselors. We will need people to help find reasons for living, man and woman's place in a complex world, new values for new needs.

The review of the history of women from early American times into the future reveals many little worlds, sometimes overlapping, sometimes merging, sometimes diverging. So it is that there is no one American Woman. We are all American Women. Tomorrow, we may be World Women.

REFERENCES ON THE WORLDS OF WOMEN

Compiled by Annabelle B. Motz

Baltzell, E. D. The Protestant Establishment. New York: Random House, Inc., 1964.

Bernard, Jessie. Academic Women. University Park, Pennsylvania: The Pennsylvania State University Press, 1964.

Brown, H., et al. The Next Hundred Years. New York: The Viking Press, 1957.

Calhoun, A. W. A Social History of the American Family. New York: Barnes and Noble, Inc., 1916.

Christensen, H. T. Handbook of Marriage and the Family. Chicago: Rand McNally and Company, 1964. Chapter 11: "Family Forms and Variations Historically Considered," by P. D. Bardis, pp. 403-461.

de Beauvior, Simone. The Second Sex. New York: Bantam Books, 1949.

Frazier, E. F. Black Bourgeoisie. Glencoe: The Free Press, 1957.

Gendell, M. and H. Zetterberg. A Sociological Almanac of the United States. Second edition. New York: Charles Scribner's Sons, 1964.

Glazer N. and D. P. Moynihan. Beyond the Melting Pot. Cambridge, Massachusetts: The M.I.T. Press and Harvard University Press, 1963.

Komarovsky, Mirra. Blue-Collar Marriage. New York: Random House, Inc., 1962, 1964.

__________. The Unemployed Man and His Family. New York: Dryden Press, 1940.

Stampp, K. Peculiar Institution. New York: A. A. Knopf, Inc., 1956.

THE ADULT WOMAN: HER HISTORY, PLACE IN SOCIETY,
PSYCHOLOGY EDUCATION

Kate Hevner Mueller
Professor of Higher Education, Indiana University

AND

Additional material from consultants:
Eleanor F. Dolan
Alberta S. Gilinsky
Ruth Hill Useem
Katherine Warren
Esther M. Westervelt

ADULT PSYCHOLOGY

Chapter		Page
I	The Psychology of the Adult Woman	30
II	The Development of the Individual	41
III	Learning and the Education of Behavior	46
IV	Parent-Child Relations	50
V	The Development of Sex Roles	58
VI	Sex Differences	67
VII	Personality and its Development	73

ADULT PSYCHOLOGY

CHAPTER I

THE PSYCHOLOGY OF THE ADULT WOMAN*

To the question, "Who are you?" most women and men give quite different answers. Women are apt to say, "I am Jean; I'm a woman; I'm a mother; I'm a wife; I am me!" Men say, "I'm a doctor (lawyer, or other vocational designation)." Children asked the question almost always tell you their names, and then "I'm a boy!" or "I'm a girl!"

Sex identification is at the very center of the ego. An integral part of one's self-image is one's sex-group membership. It begins very early in life as shown by the readiness with which the boys and girls identify themselves as such. One's femaleness, particularly, is at the core of the self-image and permeates all the behavior of the woman, at least in our current American society.

For the man, it is his occupation or vocation that has the highest awareness value as the essence of selfness. What the man does is an important factor in what he is---in defining who he is. For a man, in other words, being and doing are strongly coupled. His identity is formed by his active role as a wage earner.

In order to evoke a response from most women as to what they do, a more direct question is needed. Unless the woman has paid employment, that is, a culturally defined "job," she is apt to reply, "Just a housewife." The answer is often fraught with emotion because for women in our society there is a conflict between "being" and "doing." The woman's problem is that her social role and the image others have of her are dictated by external agents and cannot be incorporated successfully into her self-image. As Alice Rossi pointed out in a recent article in Science, "What a man does defines his status, but whom she marries defines a woman's. In meeting strangers one can place a man socially by asking what he does, a woman by asking what her husband does." [1]

---

*This chapter developed from material presented by Dr. Alberta S. Gilinsky.

The psychological implications of this lack of personal identity are enormous. The man can express himself in his vocational role. The woman, once married, can be only a reflection of others, of her husband or her children. But as an active doer herself, she can either dabble (as in Sunday painting) or consume. "Every self-respecting American woman," said Henry James at the turn of the century, "has to go out and buy something every day of her life, or if she doesn't go herself, she sends out some member of her family to do it for her." Is this still true in 1965?

On Being a Woman

If the core of her self-concept, then, is "I am a woman," what does this mean? What does the little girl think of herself, of other little girls? What is the mature woman's idea of "woman"? What are the dimensions, the ingredients, and the proper behaviors attendant upon the role? How were they determined initially? How did they modify with the growth of the individual? What is the division of traits between men and women, and how do sex differences affect the potential of women in our society?

These key questions call for a summary of current psychological evidence on the differences between women and men, an examination of their practical implications for counseling women, and an inquiry into their development in the life history of the individual of both sexes. For what woman thinks of herself is very largely determined by what others, men and other women, think of her. Her aspirations and her expectations of herself cannot be understood without knowledge of what society as a whole expects and holds out to her as incentive for behaving one way or another, or even from withdrawing from the world into idleness, depression, or neurosis. The wastage of women's lives is alarming from the point of view of the individual herself, from the point of view of her family, her husband, her children who fail to see the paths opening to all of them for a fuller life, and because of the loss to all human society of the talents and the products it might otherwise have enjoyed.

No "Psychology of the Adult Woman" worthy of the name now exists. Although they know a good deal about the college sophomore, the white rat, the pigeon, and the monkey, psychologists have yet to discover the human adult female. Recently they have begun intensive research on the two extreme human age groups, the infant and the aged. Human engineering studies now bring adult men into the experimental laboratory. Man in industry, man in warfare, man in space pose problems for research. But no comparable laboratory research seems to be directed to that large group of women between adolescence and old age who constitute a sizable majority of our population.

Bartlett's *Familiar Quotations* lists over three hundred separate entries under the heading "woman," but the subject index of psychological textbooks, journals, annual reviews, and library card catalogues offer few entries under "woman" and "female." Except for Kinsey's monolithic study of female sexual behavior, and a decreasing number of reports on sex differences, there is very little to be found. On the other hand, the mass media will tell you all about women, for magazine articles, newspapers, popular books, and broadcasts are ever ready to misinform and mis-educate on the subject of woman and her problems. Despite intense literary, artistic, and popular interest, no serious systematic study of the behavior of woman appears to have been undertaken. Why is there no comprehensive science of female behavior? Why are there no comparative studies of females of different species? What are the psychological effects of two major events, pregnancy and childbirth, on the mother? Three reasons might be suggested to account for the scientific neglect of woman as a subject of study.

Reasons for the Scientific Neglect of Woman

First, psychologiests, like other people, are products of their social history and climate. In America the mood was practical; the young country was growing rapidly, and there was pressure to get things done. Functionalism, the psychology of capacity and adaptation, examined the activities of organisms, and raised questions about their utility. What function does it serve? What can it do? This functional approach was well suited to the prevailing bustle and demand to solve practical problems. The study of children and animals, made scientifically respectable by Darwin, promised an objective behavior science which could be applied to problems of education and mental health. Women kept at home "in their place" presented no problem, for supposedly they were "biologically adapted" to their role as wives and mothers. They did not *do* anything in the real world; they simply *were*. Even the early school teachers were men (women supposedly were too frail to wield the necessary birch rods) and the behaviorists' concern with women dealt only with their child-rearing practices. They warned against the dangers of excessive coddling. "Never kiss the baby," Watson said, or "If you must hug and kiss your children, kiss them once on the forehead when they say good night."

The second reason why women have no proper status in science, even as the subject of investigation, is the position accorded them by Freud and his followers. Psychoanalysis, with its assumption of sexuality as the basis of personality and culture, reveals women as imperfect men. Driven by penis envy, women are bound by their reproductive functions and natural inferiority to a single role. "Anatomy," said Freud, "is her destiny."

Both psychoanalysis and early psychology were authoritarian toward the mother, interested in her child-rearing practices and the consequent effects upon the children. Their commands were loud and clear. The trouble is that they were completely contradictory. The behaviorists commanded the mothers to be cool, objective, and impersonal in the handling of their children, and to adhere to rigorous time schedules in feeding and toilet training. In contrast, the psychoanalysts demanded continuous mothering. They argued against early weaning and "repressive" toilet training. Instead of allowing infants to cry between feedings, the Freudians advocated around-the-clock availability of mothers for nursing on a self-demand basis. Small wonder that mothers were confused and frequently lost confidence in themselves. The men of science were not concerned. Their focus was on the child. He was the hope of the future. What these wise men overlooked was the effect of the example of the mother on the child and their interaction.

The third, perhaps most significant, reason why women do not form a separate part of psychology is that tests and measurements do not reveal any consistent psychological differences between the sexes, and certainly none that can be assigned to innate biological differences. As experimental research in behavior has grown during the past fifty years, general principles have emerged; laws of conditioning, maturation, and development apply to the behavior of organisms, cutting across different species and the two sexes and establishing the foundations of a unified science of behavior. Comparative studies reveal vast evolutionary changes in the structure and functions of organisms as we go from lower to higher animals. Still, surprisingly similar performances, particularly under complex schedules of reinforcement, have been demonstrated in organisms as diverse as the pigeon, mouse, rat, dog, cat, monkey, vulture, quail, guinea pig, and horse.

Studies of human behavior have not found evidence of basic differences between groups of men and women, nor between groups of different racial or national origin. Whatever differences appear can be attributed to variations in social background and opportunities for development. Such differences are reversible and cannot be used to rationalize further inequities of education and opportunity. The important conclusion as far as science is concerned is that women and men belong to one human indivisible society. Neither sex, nor race, nor color are keys to performance or potential capacity. Intellect and competence are neither sexed nor colored. There is only one psychology, a unified science which embraces woman and man, child and infant, and which seeks the laws of their behavioral development and interaction. Counselors of adult women will not find it easy to keep these concepts always in mind.

Overview of Research Findings

From research in general, social and experimental psychology, the following conclusions about the nature of women seem to be emerging:

1. Women are various. They differ enormously from one another. Beginning at birth, evidence is accumulating that parents and nurses were right all along: individual and persistent differences in behavior can be detected in the first days of life. The Report of the President's Commission on the Status of Women points out that the 96 million American women and girls include a range from "migrant farm mother to suburban homemaker, from file clerk to research scientist, from Olympic athlete to college president. Greater development of women's potential and fuller use of their present abilities can greatly enhance the quality of American life." 2

2. Women are in conflict. They are told to behave one way, but they perceive that the social rewards are given for a quite different kind of behavior. They are asked to glorify home and motherhood, but the real work of the world is done outside the home. The dominant values of the society are male. The measure of worth is what the individual does and society clearly values the building of a bridge over washing the dishes. Yet women are prevented by custom, by limited expectations, by inadequate education, and by specific barriers from making a free choice. Can counselors help the adult woman to cope with these barriers?

Women are in conflict, too, because of sharp discontinuities in their lives. There is a sudden and often painful transition between school or job and full-time homemaking and motherhood. In middle life when home responsibilities decrease, a second crisis occurs. Free to return to work, the woman discovers that her opportunities and her qualifications for employment are severely restricted. She has not been taught to plan for these sudden shifts and culture shocks. She has not been prepared by the education of her attitudes or the education of her skills for the second half of her increasingly longer life. She needs a comprehensive, flexible, and continuing education throughout her life.

3. Women interact with their children, that is, they are always in a reciprocal relation with their children. The close relations between mothers and children give rise to a common set of problems which philosophers, pediatricians, and psychologists study each in his own way. To quote William Kessen: "Take the case of breast feeding. No single example can represent

the development of child psychology, but the problem of breast feeding is an illuminating fragment of history. Perhaps the most persistent, single note in the history of the child is the reluctance of mothers to suckle their babies. The running war between the mother who does not want to nurse and the philosopher-psychologists, who insist that they must, stretches over 2,000 years."[3]

A later stage raises the problem of maternal employment on the successful development of the child. In itself, maternal employment has not proved to be a powerful force, and research studies show that whether mother works is not critical. What does seem to matter is (1) the kind of care the child receives either from its own mother of from the mother surrogate, (2) whether or not the mother likes her work, and (3) the attitude and role of the father. Counselors of women can use these concepts to good advantage in dealing with this common problem.

4. Women are a product of their development. Their behavior and their potential are determined by both their heredity and their environment. The influence of heredity does not cease at birth but continues to exert an effect over the subsequent years in a process called maturation. Development is seen as an ordered series or sequence of stages controlling not only motor behavior such as creeping, crawling, walking, but the growth and maturation of the perceptual and cognitive abilities as well. Maturation, the gradual unfolding of the inheritance, interacts with learning and the effects of environment and experience. Particular early experiences are seen as increasingly critical for social and intellectual development.

5. Finally, women and men are becoming more similar, more alike. Sex differences in behavior are disappearing with changes in the culture and in the patterns of living for both sexes. Changing patterns of marriage and family life, increasingly efficient and flexible educational arrangements, continuing education, and increasing leisure and longevity are critical factors.

The following paragraphs will enlarge upon these five propositions and discuss the evidence on which they are based. The evidence that sex differences in ability and achievement are rooted in cultural and not biological variations comes from a variety of sources and methods. Cross-cultural comparisons between women in this country and others, comparisons between women at this time of history and previous times, and comparisons between species show the increasing importance of social learning as a determinant of the behavior of both men and women.

The Uneven Record of American Women

In the United States more women are gainfully employed, more women are married, more married women with children are holding paid positions than ever before. Women have more education and better education, and they are more highly qualified to assume positions of responsibility and leadership. Medical schools, law schools, even engineering schools have been opening their doors to women. With the passage of the Civil Rights Act of 1964, most professions and occupations can no longer legally discriminate on the basis of sex, with the exception still of the majority of educational institutions.

If women have indeed won these extensive and extending rights to work and marry in a free society, if women in America today have the same opportunity as men to express themselves and to achieve their highest potential, then feminist aspirations have been attained. Women are no longer forced to choose between marriage and a career; they can have both. And there is no place they can't go, nothing they can't do. But the ironic truth is that, after a brilliant start, their progress has been unconscionably slow. Women are not visible at the top of the professions; very few women in this country, as compared with Great Britain, Russia, France, and Sweden, have gone into law, medicine, or science and engineering, and those who have, with few exceptions, occupy a lower status as technical assistants, or in non-managerial jobs. In the sphere traditionally most congenial to women, education, there has been no improvement; in fact, it may be argued that women have failed to maintain the place reached earlier in spite of the fact that the United States not only provided free elementary education for all of its citizens, girls and boys, but also that this country led the way in opening up higher education to women.

At the close of the nineteenth century, one-third of American college students were women. Separate colleges for women were founded on high ideals and modeled themselves on the standards of the finest men's colleges. In fact, as an answer to discrimination, Bryn Mawr established higher standards for its all female population than any male college. In American higher education, women such as Ruth Benedict, Alice Palmer, Marjorie Hope Nicholson, Margaret Washburn, and Virginia Gildersleeve have shown themselves to be outstanding teachers, scholars, and administrators. Yet today the feminist frontier of the women's colleges has begun to give way to masculine onslaught. More and more of the professors are men; the department chairmen are men; the presidents are men. While the proportion of able girls going to college has fluctuated and in recent years shows evidence of gains, it still remains that the proportions are not sufficiently large to meet the demands of society for superior and well-trained workers in most fields of endeavor. Counselors of women, young and old, are the best agents to improve this situation. "As a whole," Jessie Bernard says in her most recent book, Academic Women, "the women who receive the doctor's degree are, no doubt because of the greater selectivity involved, superior insofar as test-intelligence is concerned to men who receive the doctor's degree. Yet they tend to be less productive, as measured by published work, than academic men." . . . The question is why do "women tend to gravitate to positions which are less productive?" 4

Women seem to prefer to be teachers rather than to conduct or publish research. Whereas men of lesser ability may do original research, they are much more likely than women to fill the role of "man-of-knowledge" --- in brief, to serve as an instrument of communication and to acquire a halo of prestige thereby. According to Caplow and McGee, "Women scholars are not taken seriously and cannot look forward to a normal professional career." 5 When they are hired, they are hired as teachers, according to the men administrators who hire most women. At a college reunion, physicist George Kennedy of UCLA said: "The road to academic mediocrity is paved with good teachers." 6 Is this true of both men and women? Should employers of women teachers rethink their traditional attitudes about women in this important employment area? He cites MacDonald, a fellow scientist in his department, who as government advisor commutes between Washington and California. Although his teaching load is necessarily minimal, he has forty-five graduate students working under him. The presence of a woman in a department, concludes Bernard, "will not serve as a lure to attract either good students or outstanding personnel."

Many theories have been advanced to account for this uneven, almost contradictory, record of women in America. Some writers have placed the responsibility on the women themselves, their lack of confidence, their easy discouragement and withdrawal, their interest in jobs, not careers. Some argue that men have opposed and resisted the thrust of women into higher, more competitive positions. The greatest emphasis has been placed on their lack of finances for graduate education, the special responsibilities of women, their unique childbearing and child-rearing functions, and the associated life patterns and difficulties imposed by these functions.

We will examine these suggested explanations and attempt to evaluate them in the light of current scientific evidence. What are the available facts about the psychology of women? How do they differ from men in abilities and behavior? In order to insure that women will realize their potential and use their capabilities fully, they need informed and wise guidance. In order to provide wise counsel we need to know whatever modern behavior-science can teach us about women and their interactions with children, with men, and with each other.

Are Women Unhappy?

Are women more unhappy than they used to be? Are they more unhappy than men? These questions, while admittedly difficult to answer, direct inquiry into the reasons underlying the fantastic growth of the demand for mental health services, particularly by women.

A survey undertaken by the Joint Commission on Mental Health and Illness [7] throws some light on the problem. Personal interviews were conducted with a large sample of 2,460 adults, over twenty-one years of age, living at home in the United States, to determine the prevalence of maladjustment among men and women throughout the country. The following findings were reported:

1. Both men and women reported economic and material considerations, especially job security, as sources of unhappiness and worry. Nearly 40% reported their problems to be external, *e.g.*, death, illness, work tension, finances, etc.

2. While the sexes did not differ in the frequency with which they reported unhappiness, the women more frequently reported worry, fear of breakdown, and the need for help. In general, women suffered from more symptons, both physical and psychological, than did the men of the sample.

Stating that it is socially more acceptable for women to express personal suffering and for men to behave more stoically does not answer the question as to whether women's intense preoccupation with personal difficulties has a genuine basis, and if so, what that basis is.

Today's women are in conflict. More and more of them are giving voice to their discontent and seeking to do something about it. One need not seek far for documentation. There are many published accounts [8] of the dilemmas of modern women and the obstacles they face. Caught between contradictory cultures, their education at home and at school has failed to prepare them for a productive and satisfying role in an increasingly longer life.

Some Causes of Discontent

Whether they have gladly accepted full-time homemaking or reluctantly given up jobs for home and family, women chafe against the constraints of inadequate qualifications and unavailable opportunities for a full life. Whichever the group, whatever the social class and economic need, their lives are marked by sharp discontinuities and abrupt reversals of social rewards and punishments. The behavior that won approval in school, *e.g.*, study, scholarly achievement, and vocational ambition, suffers disappointment at marriage. Young women plunge from a student-oriented education to a child-centered environment which fails to provide either a feeling of personal worth, economic gain, or an opportunity for continuing development toward adult goals. Now in their thirties or forties, with their youngest child in school most of the day, they face one-half a lifetime with decreased responsibilities at home and no clear place to go. It is at this point that the woman has an ostensible choice of what to do, but realistically she has no such thing. If she has not been prepared by her education, her range of opportunities will be narrow. Her freedom of choice is severely restricted by a number of factors: employment market factors, occupational qualifications, the matching of her skills and interests to job specifications, geographical mobility, availability of home services, employer attitudes, husband's attitudes and support, and her own reduced sense of personal competence and confidence.

The Radcliffe Report on the Graduate Education for Women discusses the varieties of discrimination which women Ph.D's encountered in competing for jobs. A curious ratio which one Radcliffe trained faculty woman reported was that ". . . a woman has to be twice as good and work twice as hard as a man." 9 The bargaining power of women is invariably less than that of men and the nepotism rule often bars women from academic employment on a campus where their husbands are employed.

The specific barriers and the subtle limitations and covert discrimination against ambitious women have corrosive effects. It takes a very determined female to forge ahead in the face of these rebuffs. The most derogatory effect is on the level of aspiration. The level of aspiration is set in terms of two key factors: the knowledge of the performance of others and the individual's estimate of her own ability relative to the group whose performance is known. Such knowledge provides a frame of reference within which the individual sets the level of her own attainment. A study [10] of the relation between the aspiration level and the perceived difference in ability between the individual and the comparison group showed a marked effect of this frame of reference upwards or downwards on the setting of the aspiration level. Clearly, reducing the sense of personal competence encourages women to disqualify themselves before the male managerial world has a chance to reject them.

REFERENCES

1. Rossi, Alice S. 'Women In Science: Why So Few," Science. 148: May 28, 1965. Pp. 1196-1202.

2. American Women. Report of the President's Commission on the Status of Women. Washington, D.C.: Government Printing Office, 1963.

3. Kessen, William and G. Mandler (eds.). The Child: Perspectives in Psychology. New York: Wiley and Sons, 1965. P.1.

4. Bernard, Jessie. Academic Women. University Park: The Pennsylvania State University Press, 1964.

5. Caplow, Theodore and Reece J. McGee. The Academic Marketplace. New York: Basic Books, 1958.

6. Kennedy, George. Unpublished Address to Harvard 25th Reunion Class, June 1965.

7. Joint Commission on Mental Health and Illness. NIMH Report, 1963.

8. See: Myrdal, A. and V. Klein. Women's Two Roles.

   Farber, S. M. and R. H. L. Wilson (eds.). The Potential of Women.

   Friedan, Betty. The Feminine Mystique.

   Komarovsky, Mirra. Women in the Modern World and Blue-Collar Marriage.

9. Radcliffe College. Graduate Education for Women: The Radcliffe Ph.D. Cambridge: Harvard University Press, 1956.

10. Gilinsky, Alberta S. "Relative Self-Estimate and the Level of Aspiration," Journal of Experimental Psychology, 1949, 39: 256-259.

CHAPTER II

THE DEVELOPMENT OF THE INDIVIDUAL*

The Relative Importance of Heredity and Environment

Since Darwin has dominated the science of behavior, there have been two sharply contrasting doctrines of development: (1) The viewpoint that emphasizes heredity and the powerlessness of environment. According to this view, ability is fixed at birth largely innate, and relatively impervious to modifications in experience. (2) According to the second viewpoint, environment is the key factor and heredity plays a very limited role.

Where does the truth lie? At neither extreme. An integrated view most widely accepted today stresses that heredity and environment interact to produce the adult organism. It is now widely held that genes fix perhaps rather broad limits of potential development. Behavior has a genetic basis but whether or not the individual will fulfill her potential, depends upon the opportunities and the experience provided by the environment.

Heredity includes all the factors that are present in the organism at the beginning of its individual existence. What the child inherits, it gets from its parents---the chromosomes and genes in the fertilized ovum. Half of them are supplied by the father; one-half come from the mother. The mother's additional contribution during pregnancy belongs on the side of environment and does not affect the child's heredity. The child gets only half of each one of her two parents' genes and thus she is genetically a new combination. She may differ greatly from either of her parents, from her siblings, and she is bound to differ greatly from unrelated children because of the different heredity, even though she may share the same environment. Genetically each individual is unique. There is one interesting exception: Identical twins develop from the splitting of a single fertilized ovum and thus they have the same chromosomes and identical heredity.

---

*This chapter developed from material presented by Dr. Alberta S. Gilinsky.

Does heredity become ineffective as the individual grows older? If it is completely present in the fertilized ovum and can not be changed by the environment (except by mutations exerted on the germ plasm of the next generation), how can it play much part in the adult woman or man? The answer is that the hereditary factor is carried in every cell of the body and is just as influential at later stages as at the very beginning. As Woodworth said, "All the milk consumed by the baby fails to make him more and more milky, for he changes it chemically into human muscle, bone and brain." 1

Most of the arguments about sex differences in ability have revolved around the question of the causes of observed differences, however small. If they are caused by heredity, there would seem to be no hope for changing them by education or other means.

Fundamental experiments on heredity and environment prove the importance of heredity and the importance of environment in causing differences between individuals. If children are exposed to identical conditions, they do not become alike. An orphanage provides a uniform environment and certainly does not wipe out individual differences. As a matter of fact, children brought up in institutions differ as much in brightness as the children brought up in diverse homes in a community. There is no evidence that uniform environment wipes out individual differences. Hereditary differences come out more and more as development advances.

In schools that leave each child free to advance at her own pace, individual differences come out very strongly. Free unlimited opportunity favors individual differences. Restricted opportunity tends toward regimentation of abilities. If standards of achievement are only moderate and if social pressure is exerted to compel conformity with these standards, the group will bring individuals together in a common group code.

To a large though unknown extent each individual tends to select her own environment on the basis of her hereditary potential. If the opportunities for free individual growth are available, the individual will use them and count for something in the life of the group. The greater the opportunities for all the members of a group the greater the differences that will appear between them. Equality of opportunity does not mean dull mediocrity. On the contrary, because each individual actively constructs her own world by taking what she can get from the environment, the differences between individuals will be maximized in a free society.

The Developmental Sequence

Just as early Gesell studies showed for the development of motor behavior, psychologists are now beginning to find out that there is a developmental sequence involved in sensory, perceptual, and even intellectual problem-solving and more complicated forms of behavior.

Gesell [2] and his associates at Yale showed that human behavior evolves in detailed and specific patterns as definitely as does the behavior development of kittens, puppies, or the young of any species. Carmichael [3] found that even the very youngest prematurely born human infants leave no doubt that months before birth the child is already equipped with behavior patterns to fit many situations.

Proceeding to later stages, the Gesell studies suggest that there is a hereditary "time-clock" mechanism which sets the approximate normal time at which a child cuts his first teeth and successive teeth and the hardening of various bones and the onset of menarche in girls. There is also a genetic "time-clock" which initiates the onset of different kinds of behavior, for example, the time at which the child begins to sit up, grab things, talk, walk, etc. These behavior norms are found in the most diverse homes, and in all races, in both boys and girls.

Even intelligence grows in an orderly series of stages. Piaget [4], the Swiss psychologist, has worked with children over a period of forty years. His ingenious experiments in every phase of childish thought, logic, judgment, and reasoning suggest a developmental sequence in the growth of perceptual and intellectual ability. The succession of developmental stages is invariant: Sensory-motor actions are primary, and concrete operations must precede formal operations, because cognitive activities depend hierarchically upon preceding functioning and experience. The age at which a given stage appears may vary considerably, since maturation, learning, and experience are all involved. Strikingly, Piaget reports no sex differences. Experience plays an essential role in the development of cognitive ability. What a girl learns at each given stage is crucial for her further development.

Developmental Tasks

Not only the physiological patterns, but also the social patterns of development unfold in predetermined sequences, and in both, the interaction of these inherited patterns with the environment is a vital part of the successful outcome. In spite of much irregularity and many individual differences, the stages of personality growth show great similarity within any one culture. The infant needs to learn throughout his first two years to trust other persons and to trust that his physical environment is constant and stable. In his next few years he must learn autonomy, must realize that he is an entity separate from his environment, and that he can manage his own self in many ways. At five and six he begins to take the initiative and to undertake to do things alone; from six to twelve he must learn that he can actually accomplish much on his own, and derive pleasure from his accomplishment. Even more important, from six to twelve he must develop a sense of duty, an obligation to behave in certain ways, to have a conscience about his social interactions.

"Developmental tasks" is the term applied to these unfolding sequences, and it is of greatest importance to the counselor to recognize that at each stage the environment must offer the opportunity for the motivation to be realized. Each year of life has its own major and minor developmental tasks if the personality is to unfold in its normal growth to maturity, and if each trait cannot be developed according to its proper sequence, some personal idiosyncrasy will show up in later stages. Often there will be real damage to the self, an immaturity, a lack of competence which can never be made up.

As the child reaches adolescence and later youth stages, the developmental tasks become more complex and difficult. Managing his emotions and feelings so that he can both enjoy them and control them is a task throughout the whole adolescent and post-adolescent years. He begins the process of establishing his own identity and the search for an enduring self. This requires much exploration and experimentation as he tries on and throws off many of the adult roles from the many examples with which he is surrounded. In this period he is also differentiating intimacy, friendliness and aloofness in interpersonal relationships, establishing various circles of intimate companions, more casual friends and mere acquaintances. He works out several degrees of relationships with the opposite sex and also with older persons of various ages, with teachers, supervisors, employers, both liked and disliked varieties, including those which he chooses as models for his many ambitions in life. Choosing his future vocation, establishing a realistic level of achievement in it, and identifying with the fellow workers and leaders which it offers him is essential for the mental health of the young adult. Growing away from his family is a difficult task and establishing a new and independent routine, including a new family of his own, is characteristic of this period. These tasks of integration, choosing, practicing, identifying, are essential in reaching the kind of stable adulthood which provides for continuous self-actualization.

REFERENCES

1. Woodworth, R. S. Psychology. New York: Henry Holt and Company, 1940. P. 204.

2. Gesell, A. and F. Ilg. Infant and Child in the Culture of Today. New York: Harper, 1943.

3. Carmichael, L. (ed.). Manual of Child Psychology. Second edition. Boston: Houghton Mifflin Company, 1954.

4. Piaget, J. The Psychology of Intelligence. London: Routledge and Kegan Paul, 1950.

See also summaries of Piaget's work:

Hunt, J. McV. Intelligence and Experience. New York: The Ronald Press, 1961.

Flavell, J. H. The Developmental Psychology of Jean Piaget. New York: Van Nostrand, 1963.

CHAPTER III

LEARNING AND THE EDUCATION OF BEHAVIOR*

The Problem of Modifiability

Why do people behave as they do? Why can't a woman behave like a man? Or, if she can, why doesn't she? It is dangerous to argue that an organism cannot do something. The evidence is necessarily negative. By arranging conditions differently it frequently appears that they can. A pigeon can be taught to play ping pong! Illiterates can be taught to read. Submerged groups do overcome.

Can we change behavior? How? If we hope to be able to help women to solve their own problems, we must provide them with the means of modifying their own behavior. "Education is for behavior," said William James, "and habits are the stuff of which behavior consists." We must show our counselees how they themselves can develop and strengthen better habits of behavior. We control behavior by understanding what causes the behavior to occur.

Changing Views of Human Nature

If we are to consider the current status of women rather than their destiny, we must admit that at the moment they are in the midst of a conflict between culture and the victims of constrasting points of view about the nature of human behavior. What is the explanation of the present crisis? Many women have lost interest in higher education and do not know where to turn. Possibly the real difficulty is that women students, even more than men students, do not see how their courses of study can help to solve the basic problems of modern society. The great scientific advances have not been used wisely. Peace and prosperity are still elusive.

---

*This chapter developed from material presented by Dr. Alberta S. Gilinsky.

What is needed is not more facts. We need better theory. As Conant has pointed out, in science, a theory is not overturned by conflicting facts but only by another theory. There is great need for a scientific theory of behavior to replace the theories which now pervade our thinking, which are part of our everyday speech, which influence all our dealings with others, and which stand in the way of applying the methods of science to human affairs.

Women are the victims of two traditional views of human nature, both of them wrong. According to one traditional conception, woman was passive and powerless to control her own destiny. Her biological function was all that mattered and her one and only role was to reproduce the species. The contrasting view held that women, and men, too, were personally responsible for their own conduct. In the recent version of this view, strong drives for food, sexual contacts, and so on, had to be held in check by higher motives of morality and conscience. A civil war was waged on the battleground of the unconscious. There are good drives and bad drives, and these inner agents fought it out for control of the behavior of the organism. Recently the emphasis has changed from the control by the inner agents to control from without.

Why does a man take a drink of water? To answer this question by saying that he drinks because he is thirsty adds no information to the account. We do not know that he is thirsty until we see him take a drink. In order to be able to predict this behavior, we are in a better position if we know how many hours it has been since he last had water or whether he has recently ingested salt or run around the block in the hot sun. All of these are observable antecedent conditions and help us predict the behavior, or the probability of the behavior of drinking water.

Operant Extinction

Extinction is one very important way in which certain responses get dropped from the total behavior of an organism. The effects of extinction are sometimes extreme. They are important for us to understand in dealing with adult women. The condition in which extinction is more or less complete is called "abulia" or loss of will. It implies that behavior is lacking for a special reason connected with the past history of the organism. Girls and women are frequently said to lack motivation or to be lazy or undependable. These terms are imprecise, ambiguous, and moralistic or evaluative. They do not help much in changing conditions and they obscure the very real differences in the past history of different individuals which, properly understood, might lead to more effective means of coping with her present problems.

An aspiring writer who has sent manuscript after manuscript to the publishers only to have them all rejected may report that she can't write another word. Another woman may have answered one help wanted ad after another and been turned down as "over-qualified" or "too old," or "too pretty to be serious." She may insist that she still wants a job but doesn't know in what field, and stops looking. Her very low probability of responding is due to extinction.

Practical Applications

The condition of low operant strength results from extinction and may respond to skillful treatment. The counselor can help by supplying the missing reinforcement or by arranging living conditions for the discouraged woman to make reinforcement more likely. In resuming education or undertaking a particular limited project, a woman may engage in behavior which receives immediate and fairly consistent reinforcement. Does it improve her "morale" or overcome her "depression" or "remove rust" from her brain? Such terms are picturesque but fail to describe what it is that counseling or therapy actually do. What they do is to reinforce a particular action or to provide opportunity for such reinforcement to take place.

Experiments with psychotic patients, even those in a state of extreme depression, who sit and stare into space all day long and do nothing whatever, show that they can be helped back to active life by techniques of operant reinforcement. The key seems to be to get them to do something---anything at all---that operates on the environment and generates reinforcing consequences. Lindsley[1] reports the use of a vending machine which can be operated by pushing a button by patients in a psychiatric hospital which would deliver candy or cigarettes or pictures of sexy nudes, for example. The problem is to find a suitable reinforcer. What events are reinforcing? We begin by noting what works for us! The only way to tell whether or not a given event is reinforcing to another person under given conditions is to make a direct test.

In the practical application of operant conditioning, we need to survey the available reinforcers and to recognize that industry and education control human behavior by manipulating the reinforcing consequences. The industrialist who wants to reduce absenteeism must reinforce consistent work, not only with wages but with suitable working conditions. Day nurseries for working mothers will greatly strengthen the regularity of reporting for work and solve a very real problem. Much supposed low motivation on the part of women is actually very high motivation for the welfare of their children.

REFERENCES

1. See Skinner, B. F. 'What Is Psychotic Behavior?" *Cumulative Record*. Century, 1959. Pp. 202-219

CHAPTER IV

PARENT - CHILD RELATIONS*

The Reciprocal Relation Between Mother and Child

A normal physiological function of a nursing mother, the "let-down" of milkgiving reflex, can be seriously affected by mildly upsetting conditions. In one experiment,[1] the breast-feeding mother was subjected to various disturbing stimuli directly before nursing time. The disturbances were: pulling the big toe, immersing the feet in ice water, or requiring the mother to solve problems under the threat of mild electric shock. The seven-months-old baby was weighed before and after nursing to determine the amount of milk taken, which was then compared with a normal amount taken at a feeding. The effect of toe-pulling and problem-solving was to reduce the amount of milk the baby got to about 67% of normal, while only 40% of normal was given after the stress of immersing the feet in cold water.

The studies show that physiological adjustments, as well as overt behavior, respond sensitively to changes in the environment. These adjustments in turn affect not only one organism, but two interacting organisms --- the mother and the baby. One can readily imagine the effects of sustained emotional disturbance on the milk production of a nursing mother.

Thus, marked tension about her added responsibility will affect the mother's ability to nurse the new child. The child's feeding is in turn disturbed and the mother is affected further by her own insufficiency in maternal care. Additional repercussions will occur in the interactions between the husband and wife, and other children or grandparents in the home will not escape involvement. The after-effects of emotion can act destructively on a physiological function and reverberations persist by disturbing interpersonal relations over a long period of time.

---

*This chapter developed from material prepared by Dr. Alberta S. Gilinsky.

The let-down reflex is an example of an important group of reflexes that are directly involved in interpersonal relations. These are the reflexes that help to regulate sexual and breast feeding behavior.

Newton & Newton point out two important influences of the let-down reflex on the mother-child relationship: The first is that the child's milk supply can only be secure and abundant when the let-down reflex is working well. It is a mistake to consider all breast feeding as comforting and close. It can be frustrating when the reflex is inhibited. The second way the let-down reflex can influence the mother-child relationship is that it is one of the physiological mechanisms that contribute to the sensuous pleasure that the mother receives from nursing. Breast feeding not only satisfies the baby but it gives the mother physical and psychological satisfaction when the reflexes are well conditioned and uninhibited. Clearly the quality of the experience that is shared by mother and child is more important that whether or not a particular activity like breast feeding takes place.

Maternal Employment

Our child-centered culture has made the central problem for many women who study or work outside their homes: What is the effect on the children? Slight attention is paid to the effects on the woman herself, on her husband, or on any larger social grouping. Yet psychologists now recognize that the mother's sense of personal worth associated with her outside employment is itself a potent influence affecting her children. The family is an interacting complex, and the influence is not one way, from mother to child, but the physical and psychological health of each member of the family, mother, father, and off-spring, has an effect on the others and in turn is affected by them.

A recent study of the effects of maternal employment on the child illustrates the complexity of the problem and the need to get beyond working as the major variable to be investigated. Hoffman [2] compared two groups of working mothers: those who liked their work and those who disliked it. The study was designed to throw light on two theories, the guilt-overprotection theory and the neglect theory. The mother who enjoyed her work might be supposed to feel guilty about her selfishness and react by being overaffectionate, too lenient, and overprotective of her child. The working mother who dislikes her work might be expected to feel guiltless and hence freer to inconvenience the child by demanding help with household tasks. Comparisons were based on matched pairs of working mothers and non-working mothers; the matching included the occupation of the father, the sex and the ordinal position of the child, all variables known to be important in parent-child interactions. Questionnaires were filled out by the children and interviews with the mothers, teacher ratings, and a classroom sociometric were examined to measure the effects.

The findings showed clearly that the working woman who gains pleasure from her work shows the child more affection and uses milder discipline. The working mother who does not enjoy her work and who was, thereby expected to be free of guilt also disciplined her child but did not accompany it with signs of affection and sympathy. These signs were reported by the child himself for he was asked to indicate from his own experience the person who best fitted each of a series of verbs such as "praises" and "smiles," "listen," "helps," "explains." The children of the working mothers who had positive attitudes toward work tended to associate the mother with the more positive effect and the following words: "smiles," "listens," "helps," "explains."

As expected, the children of the working mothers who do not enjoy their work participate more in household tasks than do the children of the non-working mothers. This is in keeping with the notion that mothers who enjoy their work go out of their way to avoid inconveniencing their children.

The children's behavior showed additional differences depending on the mother's attitude toward work. The children of the mother with the negative attitudes toward work were more assertive and hostile; the children of the positive attitude group were non-hostile, non-assertive, and possibly withdrawn and passive as compared with their non-working counterparts.

Is it possible to conclude that working mothers who like their work produce happy children? Teachers' ratings showed that both groups of working mothers' children gave indications of maladjustment. They show different syndromes of maladjustment, however, and are consistent with other findings on socioeconomic class differences. The attitude toward employment is related to the particular job the woman holds, and while social class is not the only factor, there was a decided tendency for the higher status jobs to be well-liked. Thus 14 out of 15 mothers in the professional and semi-professional categories were in the like-work group, and these mothers have a different set of attitudes about work. Middle-class mothers with higher educations necessary to qualify for the higher status jobs are more apt to feel guilty in part because their employment is choice rather than economic necessity, and in part because there is greater anxiety about child-rearing in the middle-class.

Mirra Komarovsky's study, Blue-Collar Marriage,[3] revealed that middle-class values concerned with personality development are absent in working-class mothers. Few depart from the emphasis on character and respectability and mention happiness or getting along with people, and very rarely success or achievement. Working-class parents emphasize the "traditional" values of obedience, neatness, and respect for adults. Middle-class parents were found in an earlier study by the same author, Women in the Modern World,[4] to value their children's happiness, their confidence, and their motivations to learn.

These and other studies show clearly that the problem is not whether the woman works or not. Rather we need to understand how the particular pattern of employment affects the interaction between the mother and the child. These recent studies have shown that there is no all-inclusive concept of maternal deprivation, or rejection, or over-protection that can account for the effects upon the children of the mother's working. If we want to know the effects of less than full-time mothering, then we have to ask: What are the parents' aspirations for their children? What is the actual behavior of the mother in the hours with her children? What kind of contacts and mothering are provided by substitute mothers? What are the father's reactions toward the mother's employment?

It is clear that maternal employment has a different effect upon the mother-child relationship and on the child's behavior, depending on the mother's satisfaction with her work. In the same way, more studies are needed to tease out the critical variables intervening between the mother's employment and the child's development. Greater understanding of the effects of employment on children of working mothers will occur only when the relevant dimensions are brought under scientific scrutiny and control.

Maternal Unemployment

What are the effects of maternal unemployment on the children? As in the case of maternal employment, the effects will vary, depending significantly on the way the mother herself is affected by not working and her interaction with her children.

The loss of a job or the inability to find suitable work can have as devastating an effect upon a woman as upon a man. Being unemployed, after enjoying the rewards of a meaningful job, can shatter a woman's self-esteem. If she is a professional woman, not only has she lost her chief role in life, her privacy, her place, her books, her desk, her telephone, her companions and colleagues, but her identity as a professional has disappeared completely. The fact that she is a Ph.D. or a specialist in geology or economics no longer matters to anyone. To the milkman or the check-out clerk in the supermarket, one housewife is the same as another.

"Getting used to eating lunch alone was one of the hardest things I ever had to do," said one Washington, D.C., woman, who gave up a responsible post when her husband had to relocate. Loneliness is part of the problem; mostly it is the recognition by others, and the companionship and sharing of experiences with colleagues, that is missed.

The absence of a regular pay check is sorely felt. The reinforcement of cash --- both for what it buys and for its symbolic affirmation of one's personal worth --- is an important fact of our society. Even when economic need is not pressing, the pay check is significant to a woman as a justification for having a life apart from her husband and children.

Deprived of her habitual way of life and the opportunity for recognition and achievement, the unemployed mother seeks all of her gratifications from her husband and her children. As a result of her isolation, they are often her sole contacts with the world at large. These demands upon them put an undue strain on the relationships in the family.

Unfortunately, instead of encouraging independence and autonomy in the children, the full-time mother is apt to create the opposite effect --- excessive dependence and hothouse personalities. Any failures of the child are added to her own, and the circle of over-protection on the part of the mother and under-confidence on the part of the child is strengthened, magnifying the inadequacies of both.

If we wish adults to be independent, creative, and responsible people, they should be reared in a way that prevents excessive dependence upon a parent. One way to encourage independence and creativity in the child is for the mother to be a living model of these qualities herself. A mother who sets an example by her own work and achievement does more to insure the development of healthy attitudes in her children than any amount of preaching or goading.

The Analysis of Mother Love

Harlow's [5] research has emphasized the tremendous importance of contact stimulation in the development of affection. His studies of mother love in monkeys have isolated the single variable of contact with a soft, furry or fuzzy object as more critical for normal mother attachments than even feeding. How can anything so elemental as the presence or absence of a cloth pad in the infant monkey's cage produce the tender, wonderful state known as "love"? In

Harlow's initial experiment, newborn monkeys were separated from their real mothers and brought up by mother surrogates. One surrogate mother was built of wire mesh with a single feeding breast in an upper middle position for easy access and warmed by radiant heat. A second surrogate was built identically with the first except that is was stretched with foam rubber and covered with tan terry cloth. Both surrogate mothers were placed in the newborn baby's living cage, but one mother lactated and the other did not. In one group of four newborns, the cloth mother provided all the milk; for another group of four, only the wire mother lactated. A comparison of the total amount of time the infants spent in contact with the surrogate mothers shows that contact comfort is exceedingly more important than feeding in the development of responsiveness to mother, or what Harlow calls affectional response or love. The infant monkeys spent many more hours per day with the cloth mother than with the wire mother even though they were fed on the wire mother. Feeding was not important. Monkeys fed on the wire mother spent decreasing time on her.

The finding that the contact comfort was a basic affectional variable is not too surprising (human infants are commonly observed to be passionately attached to an old blanket or stuffed teddy bear), but the finding that it completely overshadowed the nursing variable was a shock. Harlow suggests that perhaps the primary function of breast feeding (centrally important in psychoanalytic theories of personality development and like neurotic disturbance) is that of "insuring frequent and intimate body contact of the infant with the mother."

One function of the real mother and presumably of the mother surrogate is to provide a haven of safety for the infant in times of fear and danger. The frightened child clings to its mother, not its father, and this selective responsiveness in times of distress may be used as a measure of the strength of affectional bonds. Harlow showed this differential responsiveness by presenting typical fear-producing stimuli (a moving toy spider) and found that the infant consistently sought the soft mother surrogate regardless of nursing condition. The older and more experienced the infant, the more selectivity was shown in preference for the cloth mother.

Summary on Development

There is considerable rapprochement between the major theorists today, both in their acceptance of the importance of both maturation and learning and the interaction between them. Growth itself is seen to depend upon both prior growth and the exercise of a function. The mechanism of growth and the mechanism of evolution are seen to have much in common. The regulation of growth is accomplished by the integration of genetic factors and environmental factors.

We are closer to Locke then to Rousseau in our belief in the need for planned instruction and the "rational tutor." The importance of the social environment, of other people, as controlling agents in the process of development is central in our educational philosophy. Gesell stressed the association of parent and child in a kind of symbiosis or psychobiological partnership. About this social interaction between the young child and his household, he said, "It is infinitely more complicated than a mere nutritional arrangement, but it obeys similar laws of nature, and lies equally in the sphere of human control." Harlow's research on monkeys is beginning to tease out some of the critical variables involved in these social attachments between mother and child and between child and peers.

REFERENCES

1. Newton, N. "The Influence of the Let-Down Reflex in Breast Feeding on the Mother-Child Relationship," Marriage and Family Living. 1958; 20:18-20. (Also, Gordon, I. (ed.). Human Development. Chicago: Scott, Foresman & Co. 1965. Pp. 136-138.)

2. Hoffman, L. W. "Effects of Maternal Employment on the Child," Child Development, 1961; 32:187-197. (Also, Gordon, I. Ibid. Pp. 211-217.)

3. Komarovsky, Mirra. Blue-Collar Marriage. New York: Random House, 1962.

4. __________. Women in the Modern World. Boston: Little, Brown and Company, 1953.

5. Harlow, H. "The Nature of Love," American Psychologist, 1958; 13:673-685. (Also, Gordon, I. Ibid. Pp. 140-149.)

CHAPTER V

THE DEVELOPMENT OF SEX ROLES*

Social and Cultural Factors in the Development of Sex Roles

The social influences affecting boys and girls differ in countless ways, although both are subjected to pressure to conform to sex role expectations. These expectations are, however, frequently contradictory and conflicting, and more so for girls than for boys because women in our culture are in a much greater process of transition than are men.

Social sex typing begins at birth. The first question everyone asks about the new baby, "Is it a boy or a girl?", indicates the significance that our culture attaches to sex. The answer immediately dictates a host of attitudes and practices associated with the sex role. Clothing, furnishing, toys, play activities, restrictions on mobility, home and school discipline, sports and environmental exposure, and innumerable ideals of conduct and recommended patterns of life are sex-linked.

These different pressures begin early and operate continuously, but in the case of girls, there are frequent shifts and reversals in their content.

Sex Differences in Attitudes

The sex roles that children learn determine a great many of their attitudes and habits. Smith [1] showed that the general notion of male superiority developed in both boys and girls as they grew up. During the school year girls behave better, get into less trouble, and get better marks than boys, yet both sexes gave more favorable ratings to boys on a list of desirable and undesirable traits.

---

*This chapter developed from material presented by Dr. Alberta S. Gilinsky.

A study of children's third grade readers showed one way in which the educational system shapes not merely the intellect but the attitudes and expectations of children. A content analysis of the roles played by males and females in these books showed a striking differentiation between the sexes. Males were shown more frequently displaying activity, aggression, achievement, construction, and recognition. Both girls and women are cast as sociable, kind, and timid, but inactive, unambitious, and uncreative. Males were shown as sources of knowledge and information despite the obvious fact that in the real school world, the bearers of knowledge are the child's teachers who are mostly women. In many instances females appeared to be not only passive but lazy, i.e., obtaining rewards without work or effort. Finally, the study concludes that the biggest difference between the sexes in children's books is that females are simply neglected: 73% of the central characters are male and only 27% female. If only men are worth writing and reading about, is it any wonder that girls develop feelings of inferiority about their sex?

Psychoanalysis has left its imprint on concepts which are still prevalent about the nature of man and the nature of woman and the behavior associated with the differences between the anatomy of the sexes. Institutional protection attempts to guarantee the sharp division between the sex roles considered appropriate or proper to each individual.

It is said, for example, that the dividing line between the male sex role and the female sex role must be kept clear; otherwise the interests and activities of men and women may gradually merge and become indistinguishable, and it is assumed as self-evident that this would be bad. But why bad? And why is it a danger? If the dividing line is functional, if it is a necessary condition for the reproduction and survival of the species, then it needs no institutional guarantee. The nature of the sexual reproductive mechanism is a matter of fact and has nothing to do with the status or personality or occupation of the performers. But if the dividing line between the masculine role and the feminine role is ceremonial, then it is not scientific interest or human welfare that are served by keeping it clear, but institutional interest.

Working-Class Sex Roles

Mirra Komarovsky has made a unique and important contribution to our understanding of sex roles in a sociological study of working-class families. Her recent book, Blue-Collar Marriage,[2] is a much needed supplement to the more frequent studies of middle-class and college-educated segments of the population. It is a vivid portrait of the different psychological worlds inhabited by many working-class couples. The American ideal of psychological intimacy between husband and wife is not realized in every marriage. In fact, barriers to marital communications were frequently visible in these working-class marriages.

Komarovsky points out that our ideal of friendship in marriage is based on middle-class values and "presupposes a certain equality between the sexes. It is not likely to flourish in a strongly authoritarian family or in a culture that holds women in contempt. Neither will it emerge if the mode of life makes for sharp differences in the interests of men and women....Several investigations of the English working classes report considerable psychological distance between husbands and wives. When one married woman in a London study used the word 'we', she meant 'my mother and I', not 'my husband and I'."

Komarovsky turned to the actual behavior of her American blue-collar couples for evidence of friendship in marriage. She found for almost one-third of these men and women that, based on their sharing of experiences, what was revealed in marriage and what was withheld, the spouses were not really friends.

"The breaks in the marriage dialogue are not a matter of preference. They result from abortive attempts at communications; attempts frustrated by what is felt to be the mate's lack of interest or an unsatisfactory response. On the other hand, almost one-half of the respondents share their feelings and thoughts 'fully' and even 'very fully' with their mates." [3]

The key factor in the degree of sharing between husband and wife was the level of education. "The high school graduates, both male and female, share their experiences in marriage much more fully than do the less-educated persons." Among the less-educated, the differences in interests were so great that neither partner could serve as a satisfactory audience for the other. "Existing emotional differences also block communication. A situation that arouses anxiety, curiosity, pride or guilt in one may have no such effect upon the other....The upbringing of working-class children undoubtedly contributes to this separation of the sexes. Working-class parents make sharper distinctions than do the middle classes between the social roles of boys and girls. One investigator concludes that 'middle-class mothers' conceptions of what is desirable for boys are much the same as their conceptions of what is desirable for girls. But working-class mothers make a clear distinction between the sexes....'"[4]

Whether we call this malaise in the marriage relationship by the names of maladjustment, or unhappiness, or unfulfillment, it contributes to the desire of the wife to find a more sympathetic listener, companions who have similar interests, and a more pleasurable way of life for herself.

The Peer Society

The sociologist, James S. Coleman[5], reminds us that cultural influences do not emanate entirely from the adult society. In fact, although parents, teachers, and their desires are of great importance to children for their long range performance, in their everyday activities they look not to the adult community for their social rewards, but to each other. Both in school and out it is the peers who provide or withhold the looked-for approval, admiration, and friendship. According to Coleman, "Educational practice has never ceased to use these levers (approval and disapproval), for it has recognized...that if a child is to learn and to work at learning, he needs both a challenge and meaningful social rewards when he meets the challenge."

This alienation of the children from the mother constitutes another reason for seeking a more satisfying role by widening her circle of friends and acquaintances through business or other work contacts. Lacking approval within the family circle, she will be motivated to seek it among her age mates in the world of work.

The Value Systems of the Adolescent Culture

What are the bases on which children give approval to one another? On what bases do boys and girls achieve popularity, with their own and with the opposite sex? Coleman studied the value systems of a number of adolescent communities and found that although there were differences from one school or community to another, the similarities permitted some general conclusions about the adolescent culture. Coleman found that "the teenagers in a high school do constitute a community, one which does have a leading crowd." Consequently, educators and laymen are unrealistic to concern themselves solely with the "questions of better ways to teach 'the child' viewed as an isolated entity - whether it is the 'gifted child' or the 'backward child.'"

In answer to the question: "What does it take to get into the leading crowd in this school?" the most striking response among the girls was "having a good personality." Next to "personality," having "good looks" was second, and having "good clothes" was third in frequency for the girls. Clothes are not only symbols of social family status, but also of major importance in the personality-looks-clothes syndrome which counts heavily in success with boys. Scholastic success had something to do with popularity with the girls' own sex but counted for little among the opposite sex.

The boys gave different criteria for membership in the leading crowd. Although a good personality is important for boys, the criteria of good looks, clothes, money, reputation were much less frequently mentioned by the boys than by the girls. More important for boys are athletics. "Of the things that a boy can do," Coleman concludes, "of the things he can achieve, athletic success seems the clearest and most direct way to gain membership in the leading crowd." Having good grades was, for boys, only slightly more important than having a car. The car was mentioned more often in the small town schools than academic achievement, even among the freshmen and sophomore boys who were too young to drive; the car symbolizes the "in" group in this rating and dating society.

The standards men and women use to judge each other are formed in this earlier teen-age period, and by the process of accultural transmission these teen-age standards capture, reflect, and magnify the values and practices of the adult society. The question for the woman is whether the emphasis on physical attractiveness and downgrading of achievement, whether in academic or athletic activities, during these formative years will continue to be effective during the greatest portion of her life. For the adult activities of women the important attributes are not usually looks, clothes, or salience for men, but competence, skills, and a high level of achievement motivation. Obviously it is in the peer culture that educators must work to motivate women for a more realistic approach to modern life.

New Patterns in the Relations between the Sexes

Many parents and teachers have observed that children's relations with each other, particularly across sex lines, have changed in the last decade or so. In 1930 Furfey observed that girls were rigorously excluded from masculine activities. She was not affronted since she had the same negative attitude toward the boy as he had toward her. By contrast, a recent national survey among fourth, fifth, and sixth grade teachers gave a different picture.[6]

"...in some schools boys and girls do not seem to feel a strong need to separate. In fact as early as the 4th grade they frequently ask for activities such as folk dancing and table games together, and dating begins in some cases...in 5th grade....Boys seem to do more personal grooming (some begin in the 4th) carrying a comb and using it....They show they like each other in a friendly way. They aren't so antagonistic as formerly. They get along better."[7]

New patterns are emerging which promise to revolutionize boy-girl relations or which may be symptomatic of a revolution already begun. Broderick and Fowler (1961)[8] made a study of friendship choices among nine to thirteen year old boys and girls in elementary school in a middle class urban community. Nothing better illustrates the thawing of the relations between the sexes than a comparison of friendship choices in the 1960's with similar choices studied in the twenties and thirties. Then the percentage of friendship choices across the sex barrier dropped to near zero in grades three and four and remained there through about the eighth. By contrast, the recent study shows that when children were asked whom they liked best of all the children they knew (four choices were permitted), the choices across sex lines were close to 20%. Forty to 50% of the children chose at least one friend of the opposite sex among four choices. Thus though most prefer their own sex, many have bridged the gulf between the sexes. In addition there has been a decided increase in romantic interest among these children. Perhaps the interest is not new, but its open expression is.

The authors account for the changes by noting that differences in both the status and the content of traditional male and female roles are diminishing in large segments of our society. For example, the 1955 Purdue Opinion Panel and a study by Landis (1958)[9] both indicate that in the last generation the sex roles have become much more flexible and now overlap in many areas. "The comments on the two sets of expectations are becoming more similar as women have achieved many masculine prerogatives and men have begun to share many traditional feminine responsibilities. As these roles converge and the experiences and values of the two sexes become more similar, cross-sex hostility becomes less appropriate. Rejection of the values of the opposite sex loses much of its purpose when their values are very similar to one's own. Similarly, as the social statuses of the two sexes approach each other many boys seem to feel less need to defend a shaky claim to superiority during this period."

If this interpretation is correct we may expect to find continued changes in the direction of greater sharing of values and convergence of interest and activities---in short, deepened friendships and respect between men and women throughout the nation.

Changing Age Patterns

American marriages are taking place much earlier in the lives of both young men and young women. Because of the changing age patterns in marriage more than half of the new fathers are under twenty-three and half of the new mothers are under twenty-one. Neugarten[10] points out that this shift has a natural tendency to make fathers less authoritarian in their dealing with children than one or more generations ago. The changing pattern is also making grandparenthood a phenomenon of middle years rather than of later years. Today's children can come to know their grandparents when they are still vigorous and able to share activities, skiing, for example, thus making for increased rapport over the span of three generations. The pattern of the working grandmother could also have a challenging effect on the younger generations.

Convergence of Sex Roles

Both male and female sex roles are undergoing considerable changes. Both masculine and feminine roles are becoming broader, less rigidly defined, less stereotyped, and more overlapping with each other. Thus a new course in domestic arts for eighth graders in a public school in Jersey City reverses the roles with dramatic effect. Here boys learn to cook, sew, and become efficient househusbands, and girls learn how to handle woodworking and power tools, plumbing repairs, and electrical wiring. This course is described as so successful that the sexes can be switched in all eighth grade homemaking and shop courses in the Jersey City system. The same type of course has been installed recently in St. Petersburg's junior high school, and in the high schools in Denver, courses in cooking for boys, metal and lathe work for girls, and child care and training for both boys and girls are offered.

Sex-Role Preferences Among Adults

To what extent are the sex-role preferences of children found in the adult culture? Asked the question: "Have you sometimes wished you were of the opposite sex?" Only 2 to 4% of adult men recall consciously having such a desire as compared to 20 to 31% of adult women in several studies. Another study found that 33% of the women and 93% of the men would choose to be women and men respectively if they could come to life again after death. Perhaps the most subtle question was the one asked of several hundred students at Ohio State University. The question was whether they would rather have a male or female child in their family if they could have only one child. Strikingly, 91% of the men and 66% of the women expressed a preference for a male child.

Brown[11] calls attention to a significant problem associated with these findings. What, he asks, is the psychological effect on large numbers of women who openly admit to preference for being a male? Isn't the result to undermine a woman's respect for herself as a woman and to derogate the feminine role in general?

Maccoby's[12] studies of groups of fifth grade girls who were especially good at arithmetic or spatial tasks revealed them to be somewhat more masculine and aggressive than other girls with similar total IQs, and rather withdrawn from social contact with their agemates. In contrast to the girls with high scores on verbal tasks who often asked their mothers for help, the girls who did better on numerical tasks or space tasks tended to work on their own. Maccoby concludes that these girls were characterized by greater independence and possessed traits we think of as characteristically "masculine."

Need we accept this dichotomy of traits? Could not a woman be active, dominant, independent and still be "feminine"---sexually attractive and a good mother? Maccoby suggests that the girl who does succeed in maintaining the qualities of dominance and active striving that are associated with the liberated intelligence defies the conventions concerning appropriate behavior for her sex and pays a price for it: a price in anxiety. Does this anxiety account for the lack of productivity among those women who do make professional careers?

REFERENCES

1. Smith, S. See L. Terman and L. Tyler. "Psychological Sex Differences." In Manual of Child Psychology, ed. L. Carmichael. Second edition. Boston: Houghton Mifflin, 1954.

2. Komarovsky, Mirra. Blue-Collar Marriage. New York: Random House, 1962.

3. Ibid. p. 140.

4. Ibid. p. 149.

5. Coleman, J. S. "The Adolescent Culture, Social Climates in High Schools," Cooperative Research Monograph. No. r. Washington: U.S. Department of Health, Education and Welfare. Reprinted in Human Development, ed. L. Gordon. Chicago: Scott, Foresman & Company, 1965. Pp. 351-365.

6. Furfey, P. H. The Growing Boy. New York: The Macmillan Company, 1930.

7. Lewis, Gertrude M. Educating Children in Grades 4, 5 and 6. Bulletin No. 3, 1958. U. S. Office of Education. Washington: Government Printing Office, 1958.

8. Broderick, C. B. and S. E. Fowler. "New Patterns of Relationships Between the Sexes Among Pre-adolescents," Marriage and Family Living. 23:27-30. 1961.

9. Landis, J. T. and Mary G. Landis. Building a Successful Marriage. Englewood Cliffs, New Jersey: Prentice-Hall, 1958.

10. Neugarten, Bernice L. and D. Gutmann. "Age-Sex Roles and Personality in Middle Age: A Semantic Apperception Study," Psychological Monographs. 72: 1-33. 1958.

11. Brown, Daniel. "Sex Role Preferences in Young Children," Psychological Monographs. 70, No. 14 (whole number 421). 1956.

12. Maccoby, Eleanor E. 'Woman's Intellect." In The Potential of Women, ed. Farber and Wilson. New York: McGraw-Hill, 1963.

CHAPTER VI

SEX DIFFERENCES*

The obvious physical differences between the sexes and their varying roles in society have occasioned volumes of speculation about the resultant psychological significance. Women have not always been regarded as having sufficient brain power to cope with higher education. Now at last we have a law which bars discrimination in employment because of sex. The Civil Rights Act of 1964 makes it an unlawful practice for an employer to refuse to hire or to discharge or otherwise discriminate against any individual with respect to employment because of race, color, religion, sex. or national origin.

One of the most important provisions of the act is an exception, the exception that one could discriminate on the basis of sex, if sex was a "bona fide occupational qualification." With that qualification the Act opens a Pandora's box of myths and rationalizations to harden existing divisions of labor between the sexes and perpetuate inequalities of opportunity. Take the case of June Douglas,[1] a pretty 31-year old flier, who is a certified flight instructor and inspector. She can teach people to fly and her students can get jobs as commercial airline pilots at good salaries. "But she can't," she says "because she is a woman." "It seems that the only jobs the airlines will give women today are those of being a stewardess or reservation clerk," she said in an interview with a newspaper reporter. "They feel that women are not qualified to enter the cockpit. The fact is that while the airlines will accept male co-pilots and flight engineers with 400 to 600 hours, women with 10,000 to 14,000 hours of flying time are taboo." On what grounds can the airlines base any official restriction against women? "We will hire anyone who can meet our stringent qualifications for the job," an American Airlines spokesman said. No woman has been hired as a pilot by American. There is no reason to suggest that a woman cannot be as good a pilot as a man. Women are well represented on the non-scheduled lines, cargo lines, and charter services.

---

*This chapter developed from material presented by Dr. Alberta S. Gilinsky.

"The question of proficiency is not the major factor," according to United Air Lines. "United hires all of its pilots on the basis that they can be trained and retained for a period of their working lives until they are sixty. One of the main problems in hiring females is the retention factor. Marriage and possible pregnancy preclude women from being considered as long-term employees."

Pan American World Airways cites the problem of the long hours it must ask its pilots to work. On the long-distance routes a pilot may have to be on duty continuously for as long as sixteen hours at a stretch, making it desirable to have male pilots, their spokesman said. (Can women work for sixteen hours at a stretch? Can men? Should they? What about the safety of the passengers?)

Another argument used by the airlines is that if an airplane had a male pilot and a female co-pilot, they would no longer be able to room together in distant cities as they do now. This, so goes the argument, would make it necessary to take two single rooms instead of one double, an unnecessary additional expense. (Why not have both pilot and co-pilot female? Or hold that it is the man who fails to meet a "bona fide qualification" for the job?)

A bigger problem might be one of crew discipline and resentment on the part of male crew members at taking orders from a female captain.

Long hours, sleeping arrangements, existing prejudices --- are these "bona fide qualifications" for the airlines' or any occupation's bar against women?

The new law poses an important challenge to psychologists. What is the evidence for sex differences that are required for performance? What are the facts? Certainly an important fact is that women have shown that they are capable of piloting planes. In the Soviet Union women pilots are flying not only scheduled passenger planes, but are also used in combat aircraft, and one is a cosmonaut. During World War II, U.S. women were employed in ferrying military planes, such as the B-17 Flying Fortress from one location to another.

Other occupations, particularly new ones caused by changing technology, will not have the backing of actual experience. Whatever tha requirements specified by job analysis the challenge will be to psychology to answer whether or not women fail to qualify because of sex.

What are the facts?

Sex Differences in Ability

Little controversy attaches to the question of physical differences between the sexes, but the argument from physical to psychological differences in traits and abilities requires examination. What do quantitative studies and objective tests reveal?

Two considerations are essential: One is that whatever differences have been observed between test scores obtained by males and females have been *small* and represent *average* differences between groups; the over-lapping of the groups is considerable. Samuel Johnson's reply to the question of which is more intelligent, man or woman, is often quoted. He asked, "Which man? Which woman?" Women and men are *various*. There is a wide range of individual differences *in each* sex, such that whatever trait is being measured, many individual females will attain higher scores than many males and vice versa. The group average will not tell you what you want to know about individual cases.

The second consideration is that whatever the trait in question, there is a strong probability that the observed sex difference can be accounted for on a sociological rather than a biological basis. A difference produced by social training is modifiable. It may be trained out, as it is trained in, and disappear.

Several comprehensive reviews of the research evidence on sex differences are available, although there has been no recent general review. Anastasi (1958) and Terman & Tyler (1954)[2] are both recommended. Briefly summarized, the studies show that in school achievement girls get higher grades, make better records, are more frequently accelerated than boys of the same age. On standardized achievement tests girls excel in such specific sub-tests as English, spelling, writing and art; boys are better than girls in arithmetic, history, geography and science. It cannot be too strongly emphasized that all differences in school achievement are very small compared with the total range of achievement in the school population.

What about general intelligence? Tests like the Stanford-Binet and the Wechsler-Bellevue (WISC) were designed to measure the natural intellectual capacity of a child. Actually, they reflect differences in education and motivation to an unknown degree. The father of mental measurement, Alfred Binet, was asked by the French Minister of Instruction to devise a method of identifying mentally retarded school children. For this purpose he composed a series of short questions and little problems: memory for digits, vocabulary naming similarities and differences, copying figures, and so on.

To arrange the tests in a scale of difficulty, he tried them out on many children of different ages and determined the age placement of a particular test by seeing at what age most children would pass it or fail it. The resulting scales (there have been several revisions) form a series of tests of increasing difficulty.

A child's mental age (MA) is determined by adding up the months of age credited for passing each sub-test. The IQ is simply the ratio obtained by dividing the mental age by the child's actual or chronological age. The formula is: IQ = MA/CA x 100 and the resulting distribution forms a bell-shaped curve with the average at 100, a built-in phenomenon, because that is the way the test is constructed. The IQ scores are not quantitative measures of intelligence; they simply show how the performance of an individual compares to a group and provide a standardized situation for sampling performance. The resulting scores have proved extremely useful for comparing children with a common cultural and educational background.

Binet's hope of providing a test of native intelligence free from distorting features of prior education and opportunity has not been realized. The tests do not permit comparisons between groups of different ethnic race differences or national differences or differences between northern and southern whites in this country. Neither do the IQ tests allow a determination of sex differences in general intelligence.

Terman and Tyler conclude that if there is a difference in intelligence, it cannot be detected by our present tests "since some types of problems favor males, others favor females, and there is no satisfactory way to decide which are more valid indicators of general mental ability." Males do better on tests of mathematical reasoning and spatial relationships. Females excel on verbal problems and all tests involving language.

A number of studies show that girls are clearly ahead in language development in the age at which they begin to talk, in the size of vocabulary, in sentence structure, etc. Stuttering and other speech disorders are more frequent among boys than among girls. Girls show a greater sensitivity to colors, better color naming and less incidence of color blindness. Men are superior in motor and mechanical tasks. In brief, men excel in tests of spatial, numerical, and mechanical ability; women excel in tests of linguistic ability.

Do these differences in ability reflect native differences in biological capacity? Except for color blindness, the differences between members of the same sex are so much larger than the differences between groups in any one of these special abilities that the possibility that they are rooted in sex-linked genetic endowment seems very remote.

What about the claim, sometimes heard, that men are more variable than women and thus tend to occupy more places at both extreme ends of the range? This hypothesis of greater male dispersion has also failed to stand the test of research. The most conclusive evidence comes from a large-scale Scotch study where sampling factors were absolutely controlled. The standard deviation of the boys was 15.8; of the girls, 15.3.

REFERENCES

1. Appel, Frederic C. The New York Times, May 23, 1965.

2. Anastasi, Anne. Differential Psychology. Third edition. New York: McGraw-Hill, 1958; and
Terman and Tyler. "Psychological Sex Differences." In Manual of Child Psychology, ed. L. Carmichael. Second edition. Boston: Houghton Mifflin, 1954.

CHAPTER VII

PERSONALITY AND ITS DEVELOPMENT

The Humanist vs. the Psychological View

For many centuries it was the humanists --- the philosophers, novelists, poets, essayists --- rather than the scientists who endlessly speculated and analyzed human nature and man's purpose in the world. Man's nature and his meaning gradually changed through the centuries as his skills developed and as the societies he built began to exercise their forces on him. Recorded history taught him more and more about himself, and yet what he learned was often misleading, because the recorders themselves made their own selections and much that was most significant was neglected and lost.

Then, too, some of the arm chair philosophies proved to be esoteric and empty, and some carried man far away from the more useful realities of everyday living. They were "dated" with the concepts and preoccupations peculiar to each century. They were limited by the imprecise vocabulary and unverified by empirical method or scientific discipline.

On the other hand, psychology, from its beginning in the late nineteenth century through its heydey in the early twentieth century and its maturity after the mid-century mark, slowly and laboriously built up its experimental data, developed a precise vocabulary and made substantial discoveries about man's nature and development. While counselors do not need the more profound understanding of the personality theory and the successive stages of personal development, they do need a grasp of the organization of the self and the behavior process by which it reaches maturity. Learning theory to the research scholar is still complex and controversial, and social interaction remains frustrating to the experimenter searching for adequate designs and controls. Nevertheless, there is much agreement on the general principles and guide lines needed by the teacher and counselor, and modern psychology can provide a foundation which is much more reliable and useful than the more traditional concepts of history and literature.

How strange it is then, in these decades of realism and science, that man's study of himself should still be so largely romantic, literary, reverential, contemplative. Should the whole realm of the humanities, the study of man himself, turn resolutely inward with the poets and backward to past history for its information and understanding? Should literature, history, legend, the stage provide our only heroes and models? Can we know ourselves best, or shall we know ourselves only, through knowing Faust, "The Wife of Bath," Ivanhoe, Anna Karenina? Or Alexander, Michaelangelo, Bacon, Lincoln?

Thousands of students every year can recite the "Seven Ages of Man," according to Shakespeare, as "Each man in his turn plays many parts." But how few know the steps actually travelled from infancy to manhood and the precise traits he must learn in each stage of his psychological development.

Man as the psychologist has discovered him is a far more believable and understandable creature than fiction or history can make him. To the scientist, who seeks only truth and order and pursues mystery with all the tools and talents he can muster, man does not need the cosmetics of verse and fiction to give him beauty, dignity, stature. Man's variety is infinite but the scientist finds in it order, design. Man is complex but there are discernible and useful patterns to be traced through his complexity. Man grows and man changes, but always with direction, and there can be health in his growth and purpose in his change.

Personality: A Five-fold Concept

Man, as he should be presented in terms appropriate to his worth and his century, is a unified and constantly growing personality in which the psychologist recognizes five interlocking aspects: (1) his physical traits, (2) his temperament, (3) his abilities and talents, (4) his interests, and (5) (hardest to define) his character, values and purposes. It is hardly fair to designate any one of the five as basic, for all of them are only different ways of looking at the whole, but (1) the physical traits are the most concrete, and they are the structure in which all the others inhere, the outward and visible sign of the inward and spiritual qualities, whatever these may be. The physical traits give that seemingly infinite variety of detail which makes each of the millions of individuals easily identifiable --- height, weight, skin and eye color, facial contours, turned-up noses, strong backs, long legs, bald heads, bad teeth, hypertension, allergies. How different will be the total personality of the short, fat, freckle-faced spinster with the limp, mouse-colored hair in contrast to the tall, blue-eyed, golden haired siren with her toothsome smile and flirtatious air. A splendid physique, glowing health and good metabolism create one kind of self, but nearsightedness, undersize, flat feet and bad complexion create something quite different. It is inevitable that the genes and chromosomes which determine our physical traits through a long line of fixed inherited patterns have also dictated many of our personality characteristics.

But thanks to modern science these physical traits though rigidly determined can be modified, corrected, even eliminated. Figure control is much more than an advertising slogan. One can have any girth or weight he chooses, or any hair color, or any sequence or combination of hair color. Good looks are principally a matter of posture and grooming, which explains why any group of mothers are so much handsomer and attractive than any matched group of their teen-age daughters. If you are nearsighted and your nose turns up, it takes little more than some glamorous glasses, a new hair cut, some tricks of posture and carriage to make you not plain but piquant. Teeth can be straightened, and sinus trouble disappears in Arizona.

In addition to those modifiable physical traits in our personalities, another trait, (2) temperament, is much more under the control of the genes than we have been wont to think. Are you generally cheerful and happy, popular and sought after for your laughter and gayety? Don't count it as a virtue! It is just your inherited adrenal or thyroid glands keeping up your basal metabolism and thereby your high spirits. Or are you gloomy and depressed, inclined to the dim view of life, or perhaps morose, apathetic, even when prospects are good and opportunities abundant? Or are you restless, fretful, jittery and snappy so that your friends and even you too find yourself full of surprises and disappointments? All of these temperamental traits are tied to the glandular system, the ductless glands, adrenal, thymus, thyroid, pituitary, that pour their hormones directly into the blood stream, make our knees shake and our voices quiver at the very moment we want to seem calm, poised and sophisticated. Most of us have experienced the fluctuation of these emotions, both mild and strenuous, and have even sensed the cycles of high spirits followed by calm, or the recurrent depressions that we eventually are able to shake off. One of the real pleasures in life is the gradual understanding and management of the feelings and emotions. We use them for periods of high enjoyment and ecstasy, for the ultimate pleasure in our friends, our accomplishments, the concerts, plays, entertainment that we enjoy. We learn to save our fits of gloom and depression for the sorrows and disappointments that come to us all. Control can be learned, and pills for bad tempers are available, but this is not as easy to manage as nearsightedness or indigestion. There is more than a trick to that admirably controlled fire which marks the mature personality so much envied by youth.

In contrast to the temperament and the physical traits laid down through long generations in the genes and chromosomes, two other personality traits, (3) our interests and (4) our character, are very largely a matter of environment. What do we do with our spare time: Sports? Music? Community service? Travel? What do we read first in the newspaper: Foreign news? Stock market report? Baseball? Fashions? Comics? What we like to do and where we spend our time depends largely on our surroundings. Did your parents buy you a cello or a saxaphone, send you off for music lessons and take you to all the concerts? Or did they put up a basketball hoop in the side yard, or furnish bats and balls and catchers' mits for the neighborhood gang? Did you help mother plant the bulbs and prune the perennial border? Or did she take you along while she rang doorbells for the League of Women Voters? Or teach you shopping and meal planning to ease her own work of teaching or typing or selling?

Whatever you did on your Saturdays and Sundays and summer holidays molded this third trait, your interests, created your hobbies, and sparked your future vocations. Every individual inherits not only his physical traits and temperament, but he also inherits a couple of parents, a home, a family, a geographical area, a way of doing things and looking at life. Whether he says "You-all" or "New Joisey" or "You ain't," whether he finds enjoyment in history or histology, in bird watching or swimming depends on the home life of his family and the community they live in.

Even more than our interests, our fourth trait, character, is a matter of environmental influences and contacts. Parents, church, school playmates, peer groups, and later the mass media of newspapers, television, movies, and magazines all exert their pressures upon the developing personality, but of all these, the parents are of first and greatest inportance. Our ideas and convictions, the causes we will work for, the creeds we believe in, our very doubts and fears determine the behavior we display when the occasion calls it out, when the crisis, big or little, challenges us. Character has a strange definition for the psychologist, for he finds it derived from the interplay of man with man. It is the inner man as other human beings experience his values and judge his behavior. Thus where St. James argued that our faith is manifest in our works, the psychologist declares: "We become what we do." Our enthusiasms infect our own selves even more than others; if what we do every day is routine, of little interest, unexciting, we become drab, uninteresting personalities and our friends value or devalue us accordingly.

Finally, we come to the fifth and most important aspect of man's personality: his intellect, talents, abilities, skills. This has been the most meticulously explored of all psychological traits; intelligence has been tested, quantified, factored and argued as ardently by the amateurs as by the researchers. The capacity for intellectual work is inherited, this we can be sure of, and it will be either encouraged or stifled by parents and environment, this we are equally sure of. Opportunity and circumstance are involved in it, but so are character, interests, physical traits and temperament. Many a high IQ simply doesn't have the metabolism for scholarly production. Interests may either divert or enhance intellectual effort; talent may be developed, exploited or even destroyed by character. Undernourishment and lack of sleep in either the slum child or the college student may cheat the intellectual capacity of its full realization.

In the development of talent the interlocking of personality traits is very apparent. The opera star must have a physical combination of vocal chords, mouth cavity, nasal structure, and lung capacity, as well as muscular control, but he must also have emotional sensitivity, perseverance of character, and intellectual drive. A deficiency in any one area will prevent his eventual success. Small wonder that so few of them reach the top of this profession.

The scientist, the poet, the manager, the statesman likewise involve every phase of personality; sometimes one, sometimes another of the individual traits is undeveloped, weak, or insipient. It may be present, but not always in usable or profitable form. Some of us are reconciled to our physical or temperamental limitations. Our throats and lungs will never allow us to be opera singers; our skeletons and muscles can't make us football stars; our admirably equable temperaments are not a good basis for the stage; our character, our values do not permit us to be a crusader for civil rights, or, on the other side of the ledger, cannot allow us to run a gambling joint in Las Vegas or serve as a fence for jewel thieves in New York, both, we are told, very interesting and lucrative vocations.

It is this fifth aspect of personality which eventually controls and governs all the other aspects. The drive, the motivation, and the capacity are always present. Temperament gives color and spirit; character is the judge, the evaluator, but intellect coordinates, determines the direction, the extent to which the total personality can develop. Only the intellect, that gray matter in the cerebral cortex, can learn. Other aspects of personality can be modified, but it is the intellect that chooses and blends and opens the way for them.

Learning is hard work, the hardest work required of the human being. Learning is drudgery, frustration, struggle, effort, fatigue. When there is none of these, there is no learning. When you like the course and all goes well, you may be acquiring useful information, but you are not really learning. When you are puzzled, struggling, doubting, and finally achieving a new and perhaps still more uncomfortable perspective, then your intellectual powers become nimble, creative and critical. Wrestling with new concepts and achieving new perspectives finally becomes a way of life, a comfortable and rewarding discipline. The intellect is the master, professional competence is achieved, a significant and useful leader has been added to our society.

Our schools and colleges produce few leaders, few men and women who have the physical capacity, temperament, interests, character, and most of all that energizing, controlling, motivating characteristic of intellect to insure the full development of the human being at his best. The top five or ten or twenty percent of intellectual leaders that our educational systems produce are society's most precious possession. The pursuit of excellence, especially intellectual excellence, is our highest excitement and pleasure. Scientists, artists, musicians, poets, dramatists, engineers, designers, these are the crowning glory of our civilization. They are few, and we will cherish them accordingly.

All the world over, these five personality traits define the human being, man or woman. Everywhere he is humanly, psychologically the same, and this is the real meaning of the brotherhood of man. Each man, each woman has his physical traits which science can correct and improve, but only provided modern science can reach him. Each has his emotional life, his temperament which he often learns at least to control but seldom really to enjoy. Interests and values may make him either contented or rebellious as he inherits them from his family and his community. His intellect can learn, can energize and integrate the whole personality, but only if the opportunity to learn is available and if it is used. Each man and each woman in our society has the same thrust for independence, for participation in the life, the goods, the work of the world. Each woman and each man, too, has the same dependence on the love and support of others. Each can learn, can learn that most difficult of all learning: to understand himself and others.

Self-Actualization: The Ultimate Goal

Today's environment with its rapid changes, its riches of material wealth and opportunity, and its ready communication, creates widespread restlessness. All those who have less than others are well aware of their handicap and their lack of opportunity. They reach out for health, education, personal respect, and human dignity. How could it be otherwise, human nature being what it is? Women in our society can enjoy the same comfort and luxuries that men enjoy. Many of them have even more of these than their husbands; many do not, but they are willing to earn them. At this moment in our history, women need help in achieving for themselves the free access to the opportunities they need, and older women especially need such help. Special counseling groups or clinics are one way to help them. The first step in helping them is the hardest, and we have taken it when we view modern woman in the modern manner: a five-fold personality growing as human nature dictates, not backward romantically and nostalgically through twenty centuries of history, but forward to new activities realistically conceived, and outward to embrace the wider and richer human possibilities offered in our society today.

Such an oversimplified five-fold categorization of the aspects of personality overlooks some significant interrelations and omits some useful principles and theories. What is it that pushes the human personality to action, to any form of behavior? The motives or drives toward activity have been classified in many ways: The physiological drives such as hunger, thirst, air hunger, fatigue, sex, and the social motives, for security, dominance, prestige, for group identification, etc. One fact especially stands out, as the child begins to become aware of himself as an individual: He constantly seeks to enlarge the importance of this individual self. This self-enhancement, because it is so strong and so pervasive, is sometimes viewed as the only social motive which encompasses all others. Every human being seeks to maximize enjoyment and reduce anxiety. "Self-actualization" is a favored term for describing this motivation, and it is a useful concept for explaining the restlessness of the mature woman which pushes her into venturing outside the home to seek new experiences. Each person has many potentialities and could be successful in dozens of roles; trying to actualize all of them could lead only to frustration and tension. Rather, as we grow toward maturity, the rewards and punishments we encounter have allowed us to develop certain skills and to cherish a certain few ideals or daydreams of what we might become. Self-actualization is gradually narrowed down to a more realistic and obtainable goal, and its motivation grows stronger as the woman grows older and the time for accomplishment grows shorter.

This elimination of some goals and enhancement of others is made possible because modern social life develops a kind of hierarchy of goal values and realizations. Maslow shows that as the impulses at the basic levels are gratified, the higher motives can take over and dominate behavior. The hierarchy described by Maslow includes five levels, the first purely physiological, such as hunger, thirst, sex, fatigue. A second level, safety, includes protection against violence, against economic hazards, and capricious environmental factors. Love, the need for affection, for belonging to a group, for a friendly environment, and esteem, the need for achievement and recognition by others, constitute the third and fourth levels, and self-actualization represents the topmost, the highest level of all. It is the need to use our abilities constructively, to engage in the activities which develop us as unique, interesting and growing personalities.

Maslow points out that as the first level goals are reached and satisfying them becomes routine, the higher level motives take over the attention and conscious effort. No longer preoccupied with physical needs and general security, the self-actualization becomes the more imperative, and especially so for women in our present society. Freud's view of personality and his theory of the self also helps to explain the final dominance of some motives over others in the human adult. He made use of the terms id, ego and superego as three aspects or components of the self. The oldest, earliest physiological and security drives, e.g., for food, or sex, for attention, approval, constitute the id; their satisfaction brings our basic pleasure and reduces physiological tension.

As we learn to control these basic drives in socially acceptable ways, as we set up satisfactory interaction with the environment and relax our tensions in routine ways, the memories and habits and skills are amalgamated into Freud's concept of the ego, or what we call the self. But Freud also postulated a superego, more commonly called conscience, the awareness of right and wrong. He makes much use of the constant struggle of this superego or conscience with the selfishness of the ego and the primitiveness of the id, and these explanations, much modified by later scholars, are still found useful today in certain schools of psychotherapy and will have value for the counselor of adults.

The Problem of Mental Health

How do we define mental health or ill health? How is mental ill health related to group morale or family morale? Are there especial mental health hazards for the older woman?

All human behavior can be aligned on a gradual continuum from the normal and healthy to the abnormal and unhealthy, and the abnormal represents only a quantitative not a qualitative exaggeration of the normal; the difference is always one of degree. This is true of all human traits, masculinity and femininity, intelligence, self-confidence, pride, dominance, extraversion, honesty, fantasy, repressions, etc. There is a very wide range of human behavior within what we call the "normal." Exaggerations make people interesting and make fiction and drama possible, Macbeth, Madame Defarge, Mr. Micawber, Don Quixote, Jane Eyre. All of us have lived through crises and endured circumstances which might easily overwhelm us, yet adjustment is the rule not the exception. Likewise, all of us have been exposed to physical infections of various kinds, perhaps even pneumonia or polio. Some of us "take" the disease, more of us resist, and so it is with mental illness.

The causes of mental illness are multiple, but for the sake of simplicity may be classified in two categories, like the causes of most physical infections: (1) the predisposing, (2) the exciting. The "exciting" virus of the common cold or of mild influenza runs through a neighborhood periodically and no one can escape contact. Those who become ill, however, are those who are "predisposed" through other causes, loss of sleep, or overwork, sensitive nose membranes, undue fatique, or even unpleasant or difficult family or business affairs, which sapped the vitality.

In mental illness, the exciting and predisposing causes are so interwoven that it is sometimes hard to tell one from the other. The predisposing causes may be inherited traits, glandular malfunctioning, alcoholism, poor physical condition, or a morbid emotional development. One or more of these or other conditions is already inherent in the person, predisposing him or making him susceptible to mental illness when an "exciting" cause comes along. Exciting causes may be overwork, emotional strain, a death in the family, an accumulation of bad luck, an unfortunate marriage, or an experience of real shock.

Attacks of mental illness, again like physical illness, may be temporary and may be completely healed within a very short period of special treatment. Attacks may reappear again, like sinus trouble, when the environment is again unfavorable. As long as the sinus patient stays in the Southwest, he may feel entirely well; as long as the diabetic takes his insulin, he enjoys good health. Shall we classify them as sick or ill? Similarly, some persons are mentally well unless the strain of military service, of divorce, or lack of job, goes beyond the tolerance point. Then they need professional expert help to bring them back to health. The cure may be as procurable as insulin but the patient cannot find it nor administer it himself---not by seeking kindly advice, not by simple counseling nor by the power of positive thinking nor by "a good long rest."

Behavior Theory for Personal Growth

The behavior patterns underlying adjustment or maladjustment are similar, and careful observation of self and others can spot the typical sequence from the initial drive or motive and the usual resistances which thwart it to the trial responses and the final resolution which satisfies it. Behavior is initiated by many varieties of motivations---by simple physical needs such as hunger or fatigue, by simple feelings or complex emotional states, anger, jealousy, pride, patriotism. The initial drive may be a momentary impulse or it may represent a long term desire, such as a strong professional ambition, or a slow growing restlessness or general dissatisfaction with family life. Whatever the motivation or thrust for action, life always provides some obstacles which interrupt the flow of action and which demand elimination, circumvention, or perhaps capitulation.

Attacks on these resistances may be, and for most people usually are, healthy and direct, that is, active, open, determined, ingenious, imaginative, continuous, feasible. They may be either strengthened or disrupted by emotion, or perhaps relieved by emotional outbursts. But the approach to the obstacles may also be unhealthy and indirect, a too ready withdrawal or submissiveness, a debilitating stubbornness, unacknowledged repressions or secretiveness, even hysteria, anxieties, phobias, compulsions.

Whatever the action in meeting the obstacle, the effect is reflected back upon the original motivation; this is what psychologists call "feedback." There may be pleasure and satisfaction, or displeasure and dissatisfaction; there may be anger, frustration, depression or joy, and surprise, or there may be little or no emotion. In a mentally healthy person the feedback has a positive effect and the individual learns in the process. He may see, for example, that his temper tantrum (as his approach to an obstacle) relieved his feelings but did not obviate the difficulty (and may even have aggravated it). He may discover that he can substitute another goal just as pleasurable, or that he can find another way to achieve the same end, or perhaps that he must make more elaborate plans to meet a goal more complex than he thought it to be.

The feedback is unhealthy when the result is the feeling not the fact of inadequacy, when it represents a denial of reality, a retreat from action, a failure to learn, or a shrinking rather than an expanding of the opportunities and patterns of action. The key to the differences among individuals in dealing with their obstacles lies in the number and severity of these obstacles and the timing of their occurrences. If the individual is thwarted continually at an immature age when he cannot deal with his difficulties directly and cannot integrate them into a normal process of growth, the cost to his personality may be permanent, just as physical ailments, such as rheumatic fever or rickets will leave their permanent effects.

Drives impel activity, but they do not determine it; behavior is always amenable to social direction. What are the characteristic drives which may normally be expected in the mature unemployed woman in our society? What are the typical resistances or obstacles which thwart these drives? What are the developmental tasks for the middle-aged married woman, and does the affluent, materialistic, status oriented, industrial democracy in which she lives offer her the opportunity to carry them through and continue her self-actualization? Unfortunately, we know a great deal about the first two decades of life and we are currently making rapid progress on the last two decades at the end of life, but we have made scarcely a beginning in our psychological study of the middle decades, the thirties, forties, and fifties. The counseling of the mature woman is indeed a pioneer project.

REFERENCES ON PSYCHOLOGY RELATED TO ADULT WOMEN

Compiled by Alberta S. Gilinsky

Bernard, Jessie. Academic Women. University Park, Pennsylvania. The Pennsylvania State University Press, 1964.

*Carmichael, Leonard. (ed.). Manual of Child Psychology. Second edition. New York: Wiley and Sons, 1954.
Read: Terman and Tyler, Ch. 17, pp.1064---
"Psychological Sex Differences." Also pp. 303-327; 842-910.
John Horrocks: "The Adolescent." Ch. 11, pp. 697-734.

Cole, Luella and J. J. B. Morgan. Psychology of Childhood and Adolescence. New York: Rinehart & Company, 1947.

*Farber, Seymour M. and R. H. L. Wilson. (ed.). The Potential of Woman. New York: McGraw-Hill, 1963.
Read: Esther Peterson. "The Impact of Education." pp. 188-198.
Adrienne Koch." Two Cheers for Equality." pp. 199-216.

Friedan, Betty. The Feminine Mystique. New York: W. W. Norton, 1963.

*Ford, Clellan S. and F. A. Beach. Patterns of Sexual Behavior. New York: Harper, 1952.
Read: Ch. 13. "Human Sexual Behavior in Perspective."

*Gordon, Ira J. Human Development: Readings in Research. Chicago: Scott, Foresman and Company, 1965.
Read: articles on sex-roles and mother-child relations especially
Ch. 9,10,14,16,17,20,28,38,
18,19.
See also Ch. 51 and 58.

Heath, Robert W. (ed.). New Curricula. A Report on the Methods and Programs for Teaching Science and the Humanities which Promise to Revolutionize American Education. New York: Harper & Row, 1964.

Hunt, J. McV. Intelligence and Experience. New York: The Ronald Press Company, 1961.

Kessen, William. The Child. New York: Wiley and Sons, 1965.

Komarovsky, Mirra. Blue-Collar Marriage. New York: Random House, 1962.

__________. Women in the Modern World, Their Education and Their Dilemmas. Boston: Little, Brown and Company, 1953.

---

*Required Reading

*Myrdal, Alva and V. Klein. Women's Two Roles. London: Routledge and Kegan Paul Ltd., 1956.

Mead, Margaret. Coming of Age in Samoa. New York: William Morrow and Company, Inc., (1928), Peter Smith, 1962.

________. Growing Up in New Guinea. New York: William Morrow and Company, Inc., (1930), Peter Smith, 1963.

________. Male and Female. New York: William Morrow and Company, 1949.

Rioch, Margaret, et al. "NIMH Pilot Study in Training Mental Health Counselors," American Journal of Orthopsychiatry. 1963; 33:4, 678-689.

Rosenblith, Judy and Allin Smith. Causes of Behavior: Readings in Child Development and Educational Psychology. (See 4 articles dealing with "Sex As a Determinant of Behavior," 251-280).

Sanford, Nevitt (ed.). The American College. New York: Wiley and Sons, 1962.

Sears, R. R., Eleanor E. Maccoby and H. Levin. Patterns of Child Rearing. Evanston, Illinois: Row, Peterson, 1957.

Siegal, A. E. and M. B. Haas. "The Working Mother: A Review of Research," Child Development. 1963; 34:513-42.

Skinner, B. F. Science and Human Behavior. New York: The Macmillan Company, 1953.

________. Cumulative Record. New York: Appleton-Century Crofts, 1959. (Rev. ed., 1963).

________. Walden Two. New York: The Macmillan Company.

Woodworth, Robert S. Psychology. New York: Henry Holt and Company, 1940.

Anastasi, Anne. Differential Psychology. Third edition. New York: McGraw-Hill, 1958.

Bell, Richard Q. "Developmental Psychology," Annual Review of Psychology, 1965. Vol. 16, Annual Reviews, Palo Alto, California. (Extensive recent references).

Gesell, Arnold and Frances L. Ilg. The Child From Five to Ten. New York and London: Harper, 1946.

________. Infant and Child in the Culture of Today. New York and London: Harper, 1943.

Kinsey, Alfred C.; Martin; Gebhard; and Pomeroy. Sexual Behavior in the Human Female. Philadelphia: W. B. Saunders Company, 1953.

Special Reports and Journal Articles

American Women: Report of the President's Commission on the Status of Women. Washington: Government Printing Office, 1963.

Commission on the Status of Women: *Report of the Committee on Education.* Washington: Government Printing Office, 1963.

Commission on the Status of Women: *Report on the Eighteenth Session, United Nations Economic and Social Council Official Records, 39th Session, Supp. No. 7, 1965.* E/4025. E/CN.6/442.

Equal Pay for Equal Work. E/CN.6/341/Rev.1. United Nations Publication Sales No: 60.IV.4.1960.

Job Horizons for College Women in the 1960's. Bull. 288, United States Department of Labor, W. Willard Wirtz; Women's Bureau, Mary D. Keyserling, Director, 1964.

Radcliffe College. *Graduate Education for Women: The Radcliffe Ph.D.* Cambridge: Harvard, 1956.

Rossi, Alice S. "Women In Science: Why So Few?" *Science.* 148: May 28, 1965. Pp. 1196-1202.

Teacher Supply and Demand in Public Schools, 1964. Research Report. 1964-R 9. National Education Association. Washington, D. C.

The Role of Women in Science. (Proceedings) Marymount College Forum. Tarrytown, New York, 1963.

The United Nations and the Status of Women. A survey of United Nations work in this field. Office of Public Information, Sales No. 64.1.10. Price: 30 cents, United Nations, New York, 1964.

United States Congress, Senate, *Civil Rights Act of 1964.* Public Law 88-352, 88th Congress. (Sec. 703,704). 1964.

Yarrow, Leon J. "Maternal Deprivation: Toward an Empirical and Conceptual Reevaluation," *Psychology Bulletin,* 1961; 58:459-490.

EDUCATION

Chapter Page

I Educating Women and Men: Similarities and Differences 88

II The Movement for Continuing Education for Women 102

III Preventive Counseling for the Adult Woman: Guidance in the Schools 117

EDUCATION

CHAPTER I

EDUCATING WOMEN AND MEN: SIMILARITIES AND DIFFERENCES

The educational needs of women will differ for each socio-economic level, each special talent, each level of intelligence, and even perhaps for various geographical areas. Their needs will also vary, as men's education will not, with each decade of life, and it is this variation which is the cause of some of our greatest problems in educating women. How is it possible to convince the student at eighteen that she should educate herself for her life at forty and fifty when she is convinced that any woman is quite simply finished at thirty?

Ignoring these special variations, however, educators have generally agreed on some five goals for good education. They are: (1) practical competence for earning and self-support; (2) general knowledge of the world we live in; (3) intellectual skills such as reasoning, imagining, creating; (4) awareness and understanding of self; and, (5) personal integrity. These are the five goals we envisage for each student. How are they different for men and for women?

The first goal of education is to give the student some realistic competence for earning a living, for economic self-support, and also for contributing to our economic welfare. This is placed first for several reasons. First, our society is highly industrialized and, therefore, the exchanging of work and skills for material needs is basic for most of us. Vocational education is also the one thing that students and parents want more than any other. Although educators should not be moved from their own well chosen goals merely to give the public what it wants, the data show quite clearly that the parents and students are right. Some recent figures from national reports show the following:

> In 1900, 4% of college age went to college, in 1930, 12%; in 1960, 36%; and the proportions are still growing.

> Today: one in ten who did not finish eighth grade is unemployed but unemployment among college graduates is negligible.
>
> Between 1952 - 1962: jobs for ninth grade graduates went down by 25%; those requiring 1, 2 or 3 years of post-high school went up 40%, jobs requiring bachelor's or higher degree up 54%.
>
> Therefore, if we don't educate people, we will have to earn their living for them, carry them on our backs, earn for two.

A second reason for the primacy of this earning power is that the able should be educated to use their talents creatively in research, in new products, in such luxuries as literature, music, sports, and transportation as well as raw materials and household goods, all of them for export and credit and world exchange. At the same time the ordinary man must be able not only to earn enough to support himself and family, but also to pay the taxes, sometimes a third of his income, which support the giant superstructure of civilization, welfare, health, travel, education, art. He no longer pays for these benefits individually, but his earnings are even more necessary en masse. The creation of new goods, materials, and ideas by the more able and the support of this creative function financially by the less able are complementary aspects of the total interchange among peoples and nations which constitutes the forward movement of our civilization. Education must insure this kind of competence.

The second goal of education is knowledge of the world around us, of the total world in which we live. This total world already means to you Rhodesia and Mississipi, Moscow, and Calcutta, Haiti or Nepal. But we must think not so much of this vast geography but of other world complexities, its many levels of development, and the many aspects of everyday human life. There are very different wo#lds of science, history, government, labor, commerce, industry, the arts. There are very different ways of studying, organizing, interpreting them, and very different kinds of people living in them. Knowledge of the world must include the relations of people and societies, the inadequacies, controversies, challenges and unanswered questions. Knowledge of facts must include the expectancy that facts will change and the techniques for discarding, evaluating, and adjusting to all kinds of changing. This knowledge of process, this method of dealing with current and future facts in an orderly, reasonable manner, and with both zest and tolerance, is the big job which education sets for the high school and college student---how to hold fast to the good in the old while accommodating to the best in the new.

The third goal of the educator has been a long time favorite, a kind of catchall for everything that parents and teachers want the younger generation to do. He must learn to "think." Actually, they want him to acquire intellectual facility in perceiving, interpreting, judging, expressing and communicating ideas, in other words, language skills. Reading, writing, speaking are the keys to this kind of learning. Words and language, the use of words to symbolize what we call an idea, something not immediately present to the senses, constitute that one insurmountable barrier which differentiates animals from man. Vocabulary and language facility, partly inherited, partly opportunity and motivation, still differentiate between the best and least educated, in both youth and adulthood.

The fourth goal of education is to develop within each student an awareness of self and personal identity. This sounds very easy---of course, you know who you are, but do you know why, what for? Do you know what you have been, and where you are going? Can you envisage the end of life as well as remember its beginnings?

This goal was so much easier in an earlier century when such questions were answered in terms of the Christian religion, but today, how many parents or teachers have any such deep religious convictions and zeal to pass on to their students about their purpose in life? Somehow the youth must learn to see himself as an individual with a past and a continuing history, in a society which also has a history, a present, and a future in which he, as an individual in his own right, has a part to play. Himself and his particular society have twin destinies. Each needs the other to realize the opportunities offered to them. What poetry, what emotions, what vision will be required to lend to these twin destinies the fervor and high purpose that the educator covets for youth? How to give our present generations a mission, a place, and a cause in life is the most critical question our adults have to face today.

The fifth goal in education is to foster honesty, personal integrity, sensitivity to problems of morality, and of course independence in intellectual endeavor. The teacher wants the student to be curious, to want to learn, to experience the pleasure of mastering new knowledge and using it to develop himself. But how great is our failure! Cheating in high school and college is widespread and tolerated. Independent study seems to be a luxury reserved for only a few of the most able. Zeal for learning is not acceptable to the youth culture.

These qualities of personal honesty and independence are difficult partly because we do not use good methods for teaching them. Neither professor nor student understands that these qualities of mental life are slow, continuous, and irregular in development. Moral sensitivity has many phases, must not be pushed too rapidly. Honesty encompasses many degrees and many widely different areas requiring careful thought and alertness. As the scholar achieves independence in one field of endeavor, the more dependence will be required in several others. He will be self-confident in one, humble in another; he will be sure of himself but open-minded and tolerant. The rights and feelings of others and the need for cooperation and interdependence play a large part in individual and group integrity.

Practical competence, general knowledge of our world, intellectual skills, self-awareness, and personal integrity--- these are the five goals we envisage for each individual student. How are they different for men and for women? Ideally, in principle they are not different; realistically, when they are translated into everyday practices and adapted to the needs of students in large groups, our five objectives are modified. They are different for the gifted students and the less able, for the strongly motivated, who will undergo long periods of preparation such as lawyers, and physicians, and those constitutionally or otherwise suited for quick absorption into the labor force such as craftsmen, or clerical workers. They will be different for those who must be educated formally, e.g., the engineers, and those who can learn their lifework partially from experience on the job, as business, journalism.

Sex Differences in Education

It is in the first item, education for work competence, and the second, knowledge of the world around us, that the major differences in the education for men and women occur. So long as there are different work roles for men and for women, there should be different education for them. To the extent that the world presents a different outlook, different problems, different pressures to men and to women, each should be taught to meet these special problems and pressures.

For the present and at least for the next fifty years, most women will devote more time to homemaking and child-rearing than men. This is work of the greatest significance for the individual mothers involved, for it is the good family life which maintains many of the best values in our society. Household management, goods and services produced in the home are also important in the gross national product and have always been counted in the estimates of our national wealth.

Nevertheless, the times have been changing or, as the economists would say, "housewifery has been largely industrialized," and homemaking could be a much greater force for better living for that Great Society if both women and men were better educated in new ways to manage and enjoy home life. Even today's young husband shows a measure of expertise in home management that would astonish his own father, and much more could be expected and accomplished.

Women's education has never dealt very seriously with homemaking. Why is this, and is there any hope that in the next fifty years all youth education, men and women, especially in the pre-college years, might be well trained for family living? To answer this question we must first seek the reasons for its neglect:

1. Domesticity for too many centuries has been handed down within the home, and it lacks respectability as an academic discipline. There were no schools in the Greek tradition; no wandering female scholars in the middle ages to travel, lecture, experiment, debate; no need for a college of home economics to be established in the colonies for the good of the people; no theoretical controversies; no "Great Books." Homemaking lacks the prestige of a great tradition no matter how rich its content and important its work.

2. Educators argue that homemaking is too readily learned within the family to warrant formal teaching of it in the schools. Especially the more able students find it easy to pick up the necessary information just as they acquire good vocabularies, good writing and speaking habits, by a kind of cultural osmosis.

3. There are too many informal avenues through which information is offered to women more attractively, more inescapably than the schools could arrange: woman's pages of the newspapers, women's magazines, all the advertising media, radio and television, to say nothing of the bridge tables, the county fair, and women's clubs of all kinds.

4. The women leaders, except for the specialists, have spurned and sometimes actively fought the formal study of homemaking. The best private schools and the women's colleges have consciously ignored or actively opposed its teaching, and women leaders in other disciplines are too busy with projects of their own.

In spite of all this, education for homemaking, child care, and family living should be a part of the planning for all youth education, both today and in the future. At its best it would enlist the help of sociologists, psychologists, economists, architects, urban planners, and health officers, as well as home economists, and should involve as much research as curriculum planning. We need research on the patterns of woman's family life so that we can predict for her how many years she will need this particular work competence, and how the needs will change through several decades. Now that packaged goods are a part of our culture, the woman needs to be taught much more about marketing, including how much of her money goes for the food, its processing, transportation, advertising, and profit. She needs a thorough knowledge of real estate, buying, selling and maintenance, and of the building and contracting trades. Many of the problems of adult women workers would be obviated by adequate education in this area.

The even more significant function of child-rearing has probably received less attention than household management as an essential factor in women's work competence. There seems to be no bridge between the good advice columns in the popular press and the high level college courses and research monographs of the psychologists.

There is much that research still cannot tell us about our children and their development, but there is still a great gap between what is taught to girls and what the research scholar knows about the subject. Even as they pursued such courses about infants and children, young girls and young men would gain much insight about their own identity and self-growth. Our problems of juvenile delinquency seem impossible of solution without adequate courses in childhood and adolescent growth for both men and women.

The second difference, and it is a tremendous difference, between education for men and for women comes in the second general principle, knowledge of the world around us. Young women should be well aware of all the aspects of life which differ for men and for women, and the only way to insure this awareness is to teach them formally in public school and college courses.

Scholars are agreed that sex differences in intelligence are negligible, and that the differences in personality and accomplishment which the averages for the two sexes always bring out are due to differences in life experiences. Some individual women and some individual men have more native capacity and a more favorable environment for development than others. They can learn more and accomplish more. The differences within each sex group far exceed the differences between them in all phases of personality.

But our problem as educators today is to learn more about how the life experience which society affords to men differs from that allowed to women, and then to set to work counteracting all the factors which are unfavorable to them. We can begin the process of eliminating some of them by educating all men, but especially the leaders, the thinkers, the conscientious professionals, to the growing significance of these differences in our society.

Educational Reforms for the Adult Woman

The facts and the controversies about the disadvantages of the female are as old as the century, and with every decade more facts and more authors come into the market to probe and annoy. But today sex differences in earning and world understanding have begun to emerge as problems for the successful working out of the destiny of a modern industrialized and democratic society.

The disadvantages of women in the world of work are well-known.

1. Women everywhere receive well below the average of men of the same age who do the same work with every controlling factor held constant. Studies show that women officials and managers earn $3000 less than men, professional workers $2500 less, clerical workers $1700 less, and all workers $2200 less each year.

2. Women are not considered for jobs in the higher echelons open to men.

3. Society demands that the wife give up her job when her husband finds it necessary to move. This interferes with her advancement and her personal development.

4. Woman's primary commitments to home and children during the decades of her twenties and thirties deny her the experience needed for satisfactory employment in the decades of her middle-age, when home responsibilities are at their minimum.

Women students in high school and college should have special orientation courses to the world of work, so that they will have the sophistication to deal effectively with these disadvantages. Gradually, we might hope that as the world begins to accept the working woman as an inevitable factor in our society, her preparation for her lifework will be as straightforward as that of the men. We cannot now imagine women without their feminine mystique of fashion, romance and sentiment, but we must learn to look ahead for fifty years, to a world which will be far different from our present era.

The third goal, the acquisition of the intellectual skills of perceiving, reasoning, creating, symbolizing, etc. and the development of all the verbal skills which are fundamental to them calls for no differences in the training for the two sexes.

The fourth goal, however, awareness and understanding of self, gives tremendous handicap to the young woman which the young man, although he has other difficulties peculiar to men, is able to escape. Some sociologists say that the central problem for all women in our present society is the lack of a continuous, recognized and satisfying role. Formerly the woman's homemaking kept her busy, not only from dawn to dusk, but from eighteen to eighty. Her work was vital to her family, to society, to herself. Today any woman, schoolgirl or housewife, sees not one clearcut role but two, both attractive, homemaker and earner. Social pressures during her early years leave her no choice; she must marry and make a home. But in her middle years equally strong pressures, both from within her personality and from the outside world, demand that she come out of the home and into the labor force. Her education, if it is fair to her, must teach her how to do both. To understand herself at twenty, she must somehow be helped to envisage herself at forty and later. She must learn all the different life patterns---children first, career later; children and career in one continuous pattern; career begun, interruption for children, return to career later, etc. Even careers with no children, and family life with non-earning volunteer service, and husband-wife joint careers, and other patterns must be offered as realistic and attractive possibilities, so that the problem of self-identity can be as straightforward and open for women as for men.

Women and Societal Changes

It is so easy to see the many aspects of American contemporary society which are in need of change, really radical change and reform. We need to develop concern for the individual to combat the anomie and alienation which afflict so many of us, especially our young people; we need to work out new codes of ethics, a new morality appropriate to our scientific age; we must solve our problems of delinquency and crime, and the Gluecks' research has demonstrated that love, affection and understanding for the child in the family is the one factor which offers the most hope. We need to develop all our arts so that leisure time will bring not only pleasure but personal, intellectual, spiritual development, a truly renewal experience for human nature. One sociologist has summarized all such work under the category of tenderhearted roles, in contrast to the tough-minded roles of industry, commerce, management, which our status-and-material centered society emphasizes, and calls on the women of our society to come to its rescue.

There is a vivid appeal in such a call but, alas, little if any realism. While it is very obvious that many women have seen the needs and have embraced such causes as their proper sphere, it is only as individual wives or mothers that they may have influenced individual men toward more humanistic, tenderhearted thinking. To be effective in today's world, women must first be aware of the hierarchies, the methods and the pressures of national and international decision makers, and very few women understand or participate in such elite groups. Second, women must know how to organize for action and dedicate themselves to a ruthless and continuous pressure toward stated and limited goals. Most women are better prepared to lose for a principle than to win by concensus. This seems such a virtue, but it is so bad for success in a cause. Third, women must have the time and money for volunteer activity, which very few housewives have because early home responsibilities leave little time for the younger woman, and mediocre jobs with poor salaries give no funds nor entree nor influence for the older woman.

Think what it would take for mothers to fight the networks for better television programs. Betty Friedan in The Feminine Mystique[1], documented for us the flouting of the housewife's personal needs by advertisers in order to make her buy more consumer goods. Eve Merriam in Figleaf[2] has illuminated the world of fashion and cosmetics, but women buy not her book, but more furs and skin creams. Kaplan has explained how urban renewal programs bow to the "politicos" and business men.

All of this combines to make the educator a pessimist, but we hope an enlightened pessimist, in contrast to the optimist, or what we may designate as the naive optimist which many of the housewives and mothers of today represent. Perhaps it would be better for all of us to embrace the role of the "possibilist," who sees both what could be done with organized effort and what seems to be the trends in the current situation of women and their education.

Max Lerner in a recent essay, "The Revolutionary Frame of Our Time"[3] was asked to sum up in a single word what is the essence of our American civilization, and he chose the word "access." We once said that all men are born free and equal, but we now know that we are born very unequal in abilities and potentials. Every employer knows this, every army commander, teacher and parent. Our philosophy says that there ought to be equal access to equal opportunities so that every one of the unequally born youngsters gets a chance to develop his unequal abilities to the full.

It is fairly obvious, is it not, that men have greater freedom, have more advantages in the world of work, enjoy the general privilege of being a man, have much greater access to interesting, rewarding work than women. Men do not want the situation to be changed and will resist any changes as far as possible. Men exploit women, individual men and organizations of men, in politics, business, the arts and industry. Each does it in his own way, most of them subtle ways, and often unconscious ways. But note that research in individual personality development shows that no one factor so influences the growth and fulfillment of personality as one's chosen occupation. Psychology has another way of saying this: We become what we do. Whatever it is that we do all day long is what we are. Not what we hope or dream or plan for in the future, but what we are doing now, through the relentless hours of each day, makes us the kind of person we are now. Why wouldn't the intelligent woman of forty be dissatisfied, if she lacks interesting or significant work?

The one thing that human nature cannot endure is to be useless. In earlier decades, women had an important and productive role to play in the home. Modern life has gradually been taking this role away from women, especially after age thirty-five to forty. As this trend continues, we see the parallel trend for more employment among women, but the essential problem, the greater access of men to all kinds of privilege and their consequent feelings of superiority, has scarcely been touched.

In the last decade, however, a new development of woman's personality has paralleled the general availability, acceptability and effectiveness of contraceptives. The personality of the woman as well as her economic status will be affected by these developments.

Contraceptives are the immediate and central focus for a whole constellation of new concepts about women and work and family life. There are new standards of behavior and new attitudes in literature about sex, especially among the younger generations accompanied by more attention to the search for acceptable values in religion and in all moral standards. Tradition, family, church have not the same weight for teenagers as for their parents who grew up in a less mobile, less affluent milieu. As new modes of life, new roles, new attitudes, new interdependencies are developed in society, there will be inevitable changes in personality for both men and women.

It will not be easy to understand the young woman of today, especially since her individuality is concealed by her very numbers. We must see her especially in her growing consciousness of sex potential, amid rapidly changing sex standards. Men and marriage are always in the forefront of her attention. Introspection, self-expression and self-analysis are not easy, and any departure from stereotyped views and peer guidance in sex, men and marriage is foreign to her thinking. How provide this generation with a new and different learning experience, how give them the opportunity to discover the inadequacy of the old established expectancies, and to explore new alternatives? Are we ourselves afraid to have her perceive the inadequacies and make her own explorations? Do we want her to be convinced that early marriage and many children will give her fulfillment? Or not? That a late marriage or even a single life can be satisfying? Society has always disapproved of bachelors, male or female, but shall we encourage her to explore for herself? What do we want for our daughters?

In addition to the other skills and values which society demands that we provide for youth during the college years, the proper education of women has two further requirements; both of these seem at present impossible, and one is a little more impossible than the other. The first impossible demand is that the young woman pay no attention to her contemporary or peer groups' values and plans, but keep her mind firmly on the problems, skills and experience characteristic of the thirty-five to fifty age group.

Educators of women have written volumes on this feature of the college curriculum, fierce and passionate pages quoting the grim statistics: Nine out of ten women will work 25-35 years outside the home, and at 35 to 40 women will find themselves unfulfilled personalities, no longer busy with homemaking and irresistably pushed and pulled toward the labor force. Vivid as these pictures are to the educators themselves, it is patently impossible for college feminine youth to be moved by them.

This means that the counselor of the mature woman must deal with an adult client whose high school or college education did not prepare her to face the realities of middle-age. The romantic aspects of marriage so emphasized in youth become less important in later decades. The drama which youth demands and enjoys is not relished as the years go by, yet new interests are not easily acquired or cultivated. There is a gap to be filled. There are new problems to be solved.

Now, the second impossibility: Women students are asked to learn something in the schools which no young man is expected to master. It is considered enough for the man to learn what his talents and intelligence fit him to do, what opportunities the world offers, what careers are most promising, where he can make the greatest success. We do not ask young men to fight the culture to change tradition, to oppose it, or reform it or undermine it. We want them to be adventurous, enterprising, stable and reasonable entrepreneurs but not missionaries, sincere but not really dedicated.

More, much more is to be required of any working woman. For her, it is not enough to be competent, ambitious, efficient, imaginative and stable. She must also acquire the perspective of the social historian, who grasps the subtleties of motives and movements. She will need also courage quite above and beyond the artistic or scientific daring of the entrepreneur, and a devotion to her profession which is a good deal more than a briefcase full of work to be brought home each night. We do ask the young woman to be more than hardworking; she must also break new paths, reform old traditions. We are asking her to do the work which is rightfully work for educators and counselors. We see the needed change in women's roles, the new demands society makes on young women, and our economy's dependence on her services; but we leave it to her to spearhead all the reforms we can so eloquently describe.

Of course, the college girl is too young and tender, too ill taught, and too lighthearted to carry out the weighty program our wisdom foresees for her, and so one after another our college generations multiply, not their own, but our mistakes.

The Difficulties in Changing Women's Education

Two more questions: Why don't we do something about this? And how would we do it if we really wanted to?

First, it is all so terribly complex. Women are vastly different one from the other and need different kinds of action. The lower echelons of women workers need more protective labor laws and the upper strata need more opportunity for advancement. Younger women need special kinds of counseling and older women need opened college doors, and longer, slower periods for study and training. Young mothers need more day-care centers and older workers need part-time jobs. Urban workers need less stringent nepotism rules and suburban workers more car pools. Many women want nothing changed; others are married to men who want nothing changed.

Second, women's problems do not make good political issues and are never endorsed by political parties. The women voters are not united, nor [illegible] they ever opposed to men voters in election issues. Crime, taxes, foreign aid, farm subsidies make good platform planks, but not women. You can argue neither for or against women; women are simply and gloriously undebatable.

Third, causes are promoted in today's political circles by organized groups, by lobbies, by party action from labor unions, or manufacturers, or doctors, business men or educators. Lobbies are maintained, must be well financed, and must often compromise and pool their efforts to make themselves effective. There are few such affiliations for women, and few women who can be interested in them. To the modern woman, as well as to the modern man, the heroic women fighters of the past are little known and entirely unappreciated. They committed the unpardonable feminine sin: They wore funny clothes.

Finally, the number of able women who aspire to higher status through accomplishment in the world of action is so small, the personality hazards for all women so little understood, and the awakening of the sleeping millions so difficult that any movement to improve the general condition for women seems fairly remote.

Recently we have seen the efforts to improve education for the underprivileged; but let us suppose that educators could be aroused for better programs for women. We would need on every campus at least one expert or specialist on the educational needs of women, one for each one thousand women students. Their work of individual couseling will be minor, will in fact be largely delegated to other couselors, for their major assignment will be alerting the teachers and administrators to the women's point of view.

Obviously the first step is establishing centers and programs for the training of such counselors. One thinks immediately of the massive programs already established for the teaching of science, and for guidance programs, with an aroused public, national committees, large appropriations, and national institutes with ample subsidies for both students and professors. Can we learn to think of women's education in such massive effort?

Research would run parallel to all of these programs. It must be a part of every state's educational system. We need research in depth, in many dimensions and many kinds to understand better the psychology of women in successive decades, the social pressures and their origin, and the varied patterns of women's lives.

Even without the research, however, we know that the woman student of today must study much more about herself, her social self, her physical self, her psychological self, even her actuarial and economic selves. For the next twenty-five or thirty years, we could expect that there would be such courses at every age level from high school to the Ph.D. level, and obviously, parallel courses for men, all courses open to both men and women. After that, perhaps as we enter the twenty-first century, men and women will lead lives so similar that there may be only one required course---human nature.

Does it seem unrealistic? Not as unrealistic as many other proposals for the education of women. Realism is always a relative concept, and in this case, we are considering a program exactly as realistic, no more and no less, than our grasp of current societal dilemmas, and our willingness to work toward their solution.

The problems for the counselor of adult women become more clear as we view them against the total educational programs of our time. Such a counselor must make up for all the omissions and inadequacies of fact and understanding and attitude which are typical of public and higher education today. Fortunately, social pressures are helping by providing students who are not only willing and eager to learn but also capable of teaching new attitudes to their sons and husbands.

REFERENCES

1. Friedan, Betty The Feminine Mystique. New York: W W. Norton, Inc., 1963.

2. Merriam, Eve. Figleaf: The Business of Being in Fashion. Philadelphia and New York: J. B. Lippincott, 1960.

3. Lerner, Max. "The Revolutionary Frame of Our Time," The Student in Higher Education, Background Papers. American Council on Education. Washington, D.C., 1965.

CHAPTER II

THE MOVEMENT FOR CONTINUING EDUCATION FOR WOMEN*

The topic of women has attracted increasing attention in the public press during the past ten years. There are learned dissertations founded on research in professional journals, there are best sellers, and there are facetious and often practical articles in popular magazines. Women are analyzed, praised, and denounced and with hope, despair, and even suspicion.

It is now known that woman's intellectual powers and creative talents are not determined by sex, but by native endowment, application and personal interest. Speculative thought in all areas of knowledge is her province as well as that of man. Her abilities, her potentialities, and her achievements are the result of individual differences in the human race rather than innate differences between man and woman. She is sustained or defeated in moral crisis by commitment or lack of commitment to ethical and spiritual values. Physical strength and endurance are determined by inheritance and sound health habits rather than by any discernable differences between the sexes. Emotional control is the direct result of self-discipline and varies in terms of environment, training and education. The creative urge for some women, as for some men, can be fulfilled through reproducing self in children, but other women are propelled by innate talents and abilities which must find expression in other kinds of creative work. These truths about the similarities of the natural endowments and potentialities of men and women have been proven and documented through research. But also through research we have found that there are equally fundamental differences between the sexes in their life cycles and goals and in the roles which they must play in modern society.

---

*This chapter is based on material presented by Dean Katherine Warren.

While women today as well as yesterday choose homemaking and motherhood as the major role, the circumstances and demands for the role have modified it in significant ways. The choice of homemaking OR earning a career is no longer realistic. The questions are, rather, how much of each? at what periods? with how much emphasis on one or the other? She may take on not only the role of family provider, sharing with her husband the responsibility of earner, but also the role of community, national and international citizenship which former generations avoided. For the man, the primary role is that of earner, with citizenship and fatherhood taking either the second or third places, according to individual preference. The respective roles in society of men and of women are becoming more similar, more confused, but there are still significant differences in the emphases assigned by each sex.

Other factors apparent in current day society have focused public attention upon women. Prior to World War I few women worked outside the home and those who did were primarily single women responsible for their own support, and lower income married women helping with family support. World War I accelerated the need for women workers to replace men at the front, but many of the women called to the work force in the emergency of war returned to the home after the war. Again in World War II, women were called to replace men in the labor force, but this time after the war many women retained their jobs because industry had found that women could do many routine tasks as well as men and at less cost. Furthermore, women often liked their jobs and often needed the money. Today women make up one-third of the labor force; and, contrary to fifty years ago, the majority of workers are married women with a prependerance falling in the age range of over forty. There is no reason to suppose that in the future the proportion of working women to men will decrease, because the economy of the United States is steadily expanding and more and more workers are needed. Therefore, the working mother and wife is no longer a rarity, but a fairly acceptable concept in the current age, and women are in greater numbers reconciling the family role with an economic one.

A second phenomenon of the present day is the earlier marriage age for women. Between 1890 and 1950 the average age of first marriages dropped from 22 to 20.1 years and the greatest decline occurred between 1940 and 1950. Again in 1890 the average woman had her last child at age 32, while in 1950 she was only 26 years of age. Since 1950 the age of marrying and for completing the family has continued to drop and today the average woman of 32 has her last child in school. This trend in marrying patterns has been accompanied by an increase in the life expectancy of women. They now live, on an average, to an age of 72 and society has only recently become aware of the problems which this poses for women; the need to find satisfying activities to fill the gap of approximately forty years, the time between the end of life and the age at which a great reduction in family responsibilities takes place.

Because of this trend for early marriages, women, and especially women of high intellectual potentiality, are leaving high school and college at an earlier age, cutting short their opportunities for formal education and for vocational training in their late teens and early twenties. If this trend continues and ways are not found (1) for holding more of them through high school and college, (2) for encouraging women to return to school after their family responsibilities are met, and, (3) for stimulating educational institutions to offer courses and curricula suited to the needs of both the younger and the older married student and to adapt their educational patterns to this end, we shall soon be faced with a declining percentage of educated women and of those trained for any kind of vocational pursuit. This is a loss which neither our economy nor our democratic society can sustain in the light of current day needs for an increasingly enlightened and trained total populace.

A third factor relative to women brought to light through research is that women are not taking advantage of the educational opportunities open to them through the efforts of their pioneer foremothers. The educated feminine elite is prone to take too much for granted the freedom of women to pursue professional and higher education and to assume that, with increased opportunity, increased numbers of women will storm the doors of our educational institutions. Statistics, however, do not prove that such is the case. Although today larger numbers of women are graduating from high school, going on to college and pursuing higher degrees and professional training than before 1930, a smaller proportion of the total population of women is doing so. Between 1900 and 1930, there was a steady increase in the percentage of women taking advantage of educational opportunities; the degrees earned by women covered the entire spectrum of professional training and academic specialties offered. But between 1930 and 1965 the percentages of women pursuing higher education seemed to decline and the variety of degrees earned has been more restrictive. Only the professional education curriculum has held its own in attracting women to post-graduate study.

Many reasons can be found for this: The high adventure of proving, through higher education, women's intellectual and physical ability to withstand the rigors of education has entirely faded; the attitude of society that higher education and vocational training is wasted on women because of their major homemaking role seems undiminished; the prejudice against women in positions of authority in industries and education, thwarting their advancement in spite of excellent training and ability, discourages women from pursuing such training; the drive and desire for executive and administrative responsibility is rare among women; the pressure to subordinate career goals to those of husbands restricts mobility to pursue opportunity wherever it presents itself; the ever-increasing time and expense of formal education for the professions is beyond the means of young families;

the discontinuities in a woman's life make the pursuit of a career more difficult for her than for a man. The reasons behind these difficulties can be cited ad infinitum, but the fact remains that women have not continued, as they did prior to 1930, to take fuller and wider advantage of their opportunities for higher education and professional training.

In spite of the fact that women, through their own choice or because of factors in current day society, have cut short their formal education, research shows that women do have intellectual needs equal to those of men, and many women, if these are not met, become frustrated and incomplete human beings. Although this is a new and appropriate modern image of women, society has not yet caught up with it, and the mass media still hold that the natural outlet for the creative urge of woman is to be found only in marriage and in building a home for her husband and children. However satisfying marriage is for women, the educated and intelligent woman often finds herself bored with the routine chores of family life and with living at the intellectual and interest level of her developing children. She longs for adult companionship and the stimulation of thinking and talking on an adult level and the greater her education, the more pressing these needs become. Marriage is still and probably always will be the number one objective of all women, but the sentimental delusion that woman marries and lives happily ever after, irrespective of the circumstances surrounding that marriage, has been exploded. Many women crave the opportunity for continuing education to develop their intellectual powers for personal satisfaction and to increase their ability to contribute to the needs of society as well as to the needs of their families.

Public preoccupation with the subject of woman has, therefore, begun to awaken society to women's potentialities as a force in the economic and political life as well as in the moral and spiritual spheres, in which women have been effective down through the ages. Woman has become a reservoir for potential strength in our national life, and all social agencies, including education, are taking a second look at her to determine how this potentiality can be brought to life and fruition through continuing education.

Any program for continuing education for women must concern itself with three major problems. First, young women now in high school and in college must be made aware of the realities of life as it will probably be lived by all of them. Though marriage is their primary goal, many of them will also have to work or will wish to work in a chosen vocation or profession outside the home for many years of their lives, and in broken periods. Their educational planning must take these facts into account. They must understand their civic responsibilities and the importance of acquiring the mental skills and knowledge to meet these responsibilities. The soporific haze surrounding marriage must be penetrated sufficiently to bring realization that, however satisfying that state may be, it will not in itself be the answer to all of woman's needs under all future conditions and that she must develop an attitude of mind, of flexibility and inquiry.

The second problem relative to the continuing education of women (and also for men) is to make them aware of the importance of planning and controlling the patterns of their lives to allow some time, however limited, for intellectual pursuits. There are many opportunities for intellectual growth within their own communities or within commuting distances of their homes. Learning must be continuously cultivated to survive; it cannot be relegated to those periods in our lives when we are completely free of responsibilities, but must be worked into the regularity of life and fed constantly to stay alive.

The third problem to which the continuing education movement has addressed itself is encouraging women to fill the gap between the time their family and homemaking responsibilities are reduced and the end of life with meaningful activities. For most women today this is a period of approximately forty years and they can be wasted or filled with constructive work.

The objectives, then, of continuing education for women are: first, to increase the nation's manpower pool with intelligent educated women whose abilities would otherwise be underused during their mature years; and, second, to increase the happiness of many women by exposing them to new interests, by helping them to find new objectives, and by making the goals of the more distant future an integral part of their present lives.

Continuing education for the mature woman, therefore, may be viewed as a stopgap program, well suited to the immediate problems of these mature women in the 1960's, but inappropriate for future generations who will (hopefully) be educated in schools and colleges to make education a continuous learning process from the very earliest years of married life, looking forward to its later use when emphasis shifts from homemaking to other interests. These interests may be remunerative work in vocation or profession, volunteer work in community, or the widening and deepening of intellectual skills for personal satisfaction.

The continuing education movement for women has gone through three stages of development and is now widely accepted as an integral part of our total educational program. First came the realization that a program of secondary and higher education for women built upon the same patterns and content of education provided for men may not meet the needs of women in our current day society. National committees and commissions, stimulated in most part by women educators, were appointed to take a new look at women and their education and to outline the basic problems of women today. Notable among these was the Committee on the Education of Women sponsored by the American Council on Education, appointed in 1953; and also the President's Commission on the Status of Women appointed by President Kennedy in December 1961. Outstanding men and women served on these commissions and many others. They are in accord that the education of women has not moved forward since its inception towards clearly envisioned goals, supported by a program designed to reach those goals, but has been the result of haphazard experiment and built upon the traditional programs for men. Educated observation had to be proved or disproved and the continuing education movement moved into its second stage, that of research to ascertain the facts relative to women. Through study and controlled observation, resulting in a proliferation of published documents, some sound and many merely sensational, the problems of modern woman and her potentialities, and society's expectations of women were delineated and documented. This in turn precipitated the third stage of the movement: the implementing of the findings of research in realistic programs of education for women which have run the gamut of experimentation and variety.

Some secondary schools, alert to the problem, have opened their doors to adult women and have encouraged them to return to school and complete their high school education. They have inaugurated additional vocational programs, geared to the peculiar needs of women and to the job opportunities within the communities. States have expanded their community junior college programs, both as to content and pattern, and have located these schools where they are easily accessible to all citizens. Increased support is being given to the establishment of vocational and technical schools which provide immediate entree into the work world. Off-campus education, provided by college and university extension programs, have expanded beyond the mere upgrading of previous training and now include programs of study leading to college degrees. Educational television has brought into the home opportunities for study and learning under competent instructors and the future envisions the possibility of earning a college degree through such means. Industry, aware of the relatively untapped potential for profitable employment which womanpower offers, has inaugurated in-service training programs on both a part-time and full-time basis for women, leading to part-time and full-time employment. The Institute of Banking provides professional training for women wishing to enter the banking field. Educational foundations have underwritten programs of research in the area of women's education and have financed experimental programs for the education of mature women. National and regional women's organizations, such as the AAUW, the League of Women Voters, and the Business and Professional Women's clubs, have established programs for the continuing education of women, both through the activities of their respective organizations and through sponsoring programs which will encourage women to further their formal education for specific vocational or professional goals. To date, 48 states, following the precedent of President Kennedy, have appointed commissions on the status of women, and the sub-committees on education of these commissions have already made substantial progress in improving education within their states. Therefore, it would seem that many segments of the public which have become interested in the education of women are making contributions in varying degrees to the continuing education movement.

The greatest impetus, however, to this movement has been supplied by the colleges and universities throughout the country. This encouragement has taken varying forms. Many colleges have appointed faculty committees on the education of women, on the conviction that there are problems peculiar to the education of women which need special attention. These committees are usually composed of full-time faculty members, therefore, their efforts have been circumscribed by limited time, but most have sponsored some type of symposium for undergraduate women to encourage them to take a long and realistic view of their lives and to plan accordingly. They have further inaugurated alumnae summer workshops of a week or two-weeks duration to provide intellectual refreshment and stimulation to graduates long out of the university atmosphere. The activities of these committees have resulted often in the appointment by the administration of a top woman officer carrying major responsibility for planning the educational program for undergraduate women. Unfortunately, too few universities have concerned themselves with the counseling of older women interested in returning to college, but many are now awakening to this need.

More ambitious projects designed to assist the older woman returning to college, or the younger married woman pursuing a degree on a part-time basis or at irregular intervals, have been started by some institutions of higher learning. Degree and residence requirements have been modified to facilitate the transfer of credits between institutions, tests have been designed to measure the knowledge acquired through experience, as opposed to formal education, and credit assigned in proportion to the knowledge demonstrated. The scheduling and time patterns of some classes have been geared to the needs of working men and women. Special degree programs for adults have been provided by many institutions, such as the one at Brooklyn College which permits mature persons to work toward an undergraduate degree through independent study and tutoring, and a similar program is in operation at the University of Oklahoma. Although the number of institutions offering such programs is few and the modification of standard procedures is meager, a beginning has been made and there is strong evidence that an awakening is occurring and that further innovations can be expected.

WOMEN'S CONTINUING EDUCATION: SOME NATIONAL RESOURCES*

Early in 1965, inquiry was made from approximately sixty organizations about the efforts of educational associations directed toward women's continuing education. Several associations which were queried had no activity to report. All those who reported, with a few exceptions of special significance to women, are those designated "educational" in the U.S. Office of Education Directory, Part IV.

One should begin the report by recording what NAWDC has done. The Journal has given yeoman service in discussing the whole subject and many facets of it, for example, Dr. Miriam Sheldon's articles on residence hall careers, the annotated reference lists, and the more extended reviews. The attention given to this topic at national annual meetings has been developing thoughtful leadership for the movement. Convention exhibits also are pace-setting assets. It is no accident that so many deans of women are the leaders on their campuses of thinking about continuing education. Dean Dorothy R. Strawn of the University of Washington in the current program, "Decision is Destiny," is an illustration of many that could be cited.

Turning to other sources, one notes in Minnesota, that the office of the National Council on Family Relations has devoted sessions at their annual meetings to women's continuing education. The special issue of the Journal of Social Issues, publication of the Society for the Psychological Study of Social Issues, edited by Nevitt Sanford, early (1956) discussed aspects of this topic.

Three other organizations that one would expect to have much concern with this topic include: (1) the National University Extension Association, which stresses the extensive work done by its member institutions, often reports in its Spectator; (2) the Association of University Evening Colleges which makes about the same kind of report through articles in its *Newsletter*; (3) the Adult Education Association of the U.S.A. which reports interest in all phases of continuing education, "of course including the field for women." The last has established "An Interest Section on Continuing Education for Women." If a census were taken, these three would form the largest group of associations now formally working in women's continuing education.

---

*This material is based on a speech presented by Dr. Eleanor F. Dolan to the annual convention of the National Association of Women Deans and Counselors in 1965.

The work of Dr. K. Patricia Cross, known to many deans of women, with the Educational Testing Service makes it a great deal easier for women to continue their education. Their "Comprehensive College Tests" were her particular responsibility. Their purpose is to cover, among other uses, "evaluation of independent study for college credit" and measure of "college equivalency for adults wishing to continue their education." From her work and that of the New York State College Proficiency Examination Program stemmed the "Council on College-Level Examinations" of the College Entrance Examination Board, in effect a "national system of placement and credit by examination," and the adoption by the ACE of this test for the military in place of the General Education Development Tests.

In social work, the National Commission for Social Work Careers in its *1965 Annual Review* presented material of significance for women continuing in that field, as "second career seekers." Their concentration has been on developing manpower. They report, for example, cooperation with the important national YWCA project, "Vistas for Women," which is entirely directed to motivating mature women to seek paid or volunteer work. Further, the U.S. Commissioner of Welfare, Dr. Ellen Winston, wrote of an experiment at the University of Missouri School of Social Work to "test the efficacy of shortening the length of graduate training... from two years to one year." In other reports they announce: (1) that programs are being discussed for a "social work associate with a BA degree," and (2) that they publish a list of "Social Work Fellowships and Scholarships in Canada and the United States."

Pi Lambda Theta, as one would expect, has recognized the continuing education movement and amended its National Constitution to permit the initiation of "older" women, both graduate and undergraduate.

Catalyst is a new organization created by Mrs. Felice Schwartz and dedicated to improving women's education. One useful recent publication is *Teaching: A National Directory of Preparation Programs for Women College Graduates.* (48 Labbe Avenue, Lewiston, Maine, $1.00) A list of available programs for further education is also available at the Maine address as one of their several services.

Church educational groups are giving individual attention to continuing education for women, notably (1) the program of the National Lutheran Educational Conference which in January 1963 asked specifically for information about the progress of the movement and later distributed the report in their "proceedings," and (2) the many programs of the National Council of Catholic Women devoted to this subject.

Since the American Council on Education's Commission on the Education of Women was discontinued in 1960, the Council has had no one focus of concern about women's continuing education. However, the proceedings of their 1962 conference sparked by the Commission are presented in an informative book, Education and a Woman's Life. It should also be recalled that the October 1961 issue of the Educational Record contained three really basic articles on this subject by Esther Raushenbush, Virginia L. Senders, and Mary I. Bunting. We may add to these excellent expositions the spring 1964 issue of Daedalus, publication of the American Academy of Arts and Sciences, which was entirely devoted to The American Woman. In the last, many phases of continuing education were presented and they have been widely reviewed and quoted.

At its annual meetings, the Association of Higher Education (NEA) has frequently had sessions on women's education with able analysts who invariably include continuing education in their discussions. In a similar way the Guidance and Personnel Association, particularly the vocational group, and many other learned societies, have contributed to our understanding of the movement. For example, the American Psychiatric Association is engaged in a program to encourage female medical students to enter psychiatry; the American Sociological Association has had especially fruitful sessions.

The Journal of Home Economics of the American Home Economics Association has published excellent articles on women's continuing education and employment at mature ages. In one of their publications appeared a statement on "Philosophy on Aging," which presents exactly the point of view of continuing education. Their objective is "to build up the prestige of later-life occupations and educate for the creative use of leisure." With the establishment of their new foundation, more activity or projects related to the life cycle can be anticipated.

It is noteworthy that some of our youngest educational associations, those based on official or informal interstate compacts, have recognized the importance of further understanding of continuing education for women. Dr. Virginia L. Senders has again been pioneering in this field; for example, in her talk in 1964, "Educating Tomorrow's Women," to the Western Interstate Commission on Higher Education and in her work on the similar organization, the New England Board of Higher Education. The Committee on Institutional Cooperation (CIC) refers us to their members (the Big Ten and the University of Chicago) for many projects.

One of these interstate groups, the Southern Regional Education Board (SREB), did a notable study on the nursing situation of their area. Nurses have been among the first to take up their responsibility and relate it to the need for currency in the profession, for the possible return of older nurses, and for training of older women for nursing. They have worked for financial aid for their profession for years. This past year the American Nurses' Association has made a comprehensive study of nursing education as it looks toward the future. But this is only one activity of an extensive program of action and education, and information is easily available from their headquarters in New York City at 10 Columbus Circle(particularly on their work on programmed instruction). The American Occupational Therapists Association is another which is developing a program of refresher courses for those returning to the profession and for those who need updating of their knowledge. Their projects will include programmed instruction courses and workshops as well as on-the-job training and formal courses in a curriculum setting.

The American Association of Medical Record Librarians has sent us the information that they not only have a special refresher course for "registered record librarians who have been out of the field for some time," but that their Loan Fund "makes funds available to these women."

Still other associations are interested, for example, the Western Association of Graduate Schools who in 1964 asked Dr. Pauline Tompkins, General Director of AAUW, to talk to them on this topic. Do you think of the League of Women Voters as an educational association? Well, it surely is. It is the only adult association which offers education in government to any mature woman regardless of all factors except her desire to learn. Their principal teaching is done through publications (excellent ones) but they use all other known devices. Particularly effective is the learning through teaching each other.

The Texas Federation of Business and Professional Women published a significant item: "Women View Their Working World." The four-year old Foundation of the Business and Professional Women is able to answer many questions concerning women's role in the work force and in society. The National Opinion Research Center of the University of Chicago has recently made a study of adults in education. Pertinent excerpts about women have been re-published, for example, by the Center for the Study of Liberal Education for Adults, Boston University. Their Newsletter very often presents information about women in continuing education, but there are two very comprehensive ones: #32 in 1963 and #36 in 1964. From the National Home Study Council came an elaborate and most attractive brochure, the "Educational and Cultural Advancement of Women" which was produced by their affiliate, "Women's Institute for Continuing Study."

From one point of view, AAUW has been dedicated throughout its existence, over eighty years, to women's continuing education and, unlike the League of Women Voters, in many fields. It is hard to say when it began to think in the modern term of continuing education for women, but the date could be set at least as early as 1957-58 when a poll was taken of the members to identify the extent of the pool of educated women who wanted further education for teaching careers. The clear answer was that the resource existed, but that funds were needed to develop it by enabling these women to return to study. From this analysis has stemmed most of the AAUW Educational Foundation's programs in continuing education. (Since the Foundation is tax-exempt it can easily receive the needed funds.)

The first of these projects is perhaps the best known: the College Faculty Program. Briefly, this was a three-year demonstration program in the South to reach into the pool of women over 35 who should be at work on the faculties of higher education. The Association desired: (1) to increase the supply of able faculty, (2) to give women the chance to compete for a second career, and (3) it was also hoped that the inevitable success of these women would encourage graduate schools and departments not only to admit others like them, but to give them the financial assistance the older woman must have.

This program was financed by the Rockefeller Brothers Fund and 126 women have been qualified for initial assignments in these three years. Three reports on the program have appeared in the *AAUW Journal*, where readers find the human interest stories fascinating. There are many who want the opportunity; they need financial help or moral support. These women are determined on the career and they are successful in a big way academically; they have offers of employment before completing their program year. Because of this success, AAUW members in several other parts of the country have asked that the program be carried out in their areas. This is now being carried on in California, Illinois, Michigan, Minnesota, Nevada, Ohio, Oregon, Texas, and Washington. For these extensions, funds must be found locally; as soon as one award is financed in a state, the competition will be opened. The first students of this new crop will be in graduate schools in the autumn of 1966. Prospects look good for extending this to other states.

A resource of information on continuing education is AAUW's quarterly, *Women's Education*. This is an outgrowth of *Education for Women* begun with financial support of the Phillips Foundation because of the interest of Mrs. Kathryn Phillips of the NAWDC. It is now in its fourth volume with AAUW. Its purpose is to act as a national exchange of information on women's education and employment. It specializes in brief reports and new material for the use of the administrator, research person, counselor, and many others. One page is always devoted to data directly related to continuing education. Since the purpose of *Women's Education* is *exchange* of information on policy and practice, the editors beg for information on *any* phase of women's education or employment so that it may be reported to the readers.

AAUW has other projects which relate to women's continuing education, for example, the two-day Counseling Program, the Adult Counselor Program of 1965, the Research Information Service, and the forthcoming survey and evaluation of what is being done in higher education for women. Its one regret is that there has been so little to report on resources of financial aid.

REFERENCES ON THE EDUCATION OF WOMEN

Compiled by Dean Katherine Warren

The Aims and Functions of Education

American Council of Learned Societies. *Liberal Education Re-examined: Its Role in a Democracy*. Theodore M. Greene, Chairman of Committee. New York: Harper, 1943.

Brown, Ivor. *The Meaning of Democracy*. Social Sciences Studies. Bristol: Gerald Duckworth and Company, Ltd., Burleigh Press, 1920.

Conant, James Bryant. *Education and Liberty--The Role of the Schools in a Modern Democracy.* Cambridge, Mass.: Harvard University Press, 1953.

Educational Policies Commission. *The Education of Free Men in American Democracy*. Washington, D.C.: National Education Association of the United States, 1941.

Frankel, Charles. *The Democratic Prospect.* New York: Harper and Row, 1962.

Griswold, A. Whitney. *Liberal Education and the Democratic Ideal*. New Haven: Yale University Press, 1959.

Highet, Gilbert. *Man's Unconquerable Mind*. New York: Columbia University Press, 1954.

Hook, Sidney. *Education for Modern Man.* New York: The Dial Press, 1946.

Jefferson, Thomas. *Crusade Against Ignorance--Thomas Jefferson on Education.* Edited by Gordon C. Lee. New York: Bureau of Publications, Teachers College, Columbia University, 1961.

Livingston, Sir Richard. *Education and the Spirit of the Age.* Oxford at the Clarendon Press, 1952.

__________. *On Education--The Future in Education and Education for a World Adrift.* Cambridge: Cambridge University Press, 1954.

__________. *Some Tasks for Education.* Toronto: Oxford University Press, Amber House, 1946.

Stamps, Norman L. *Why Democracies Fail--A Critical Evaluation of the Cause of Modern Dictatorship.* Notre Dame: University of Notre Dame Press, 1957.

Trueblood, David Elton. The Life We Prize. New York: Harper, 1951.

The Education of Women and the Continuing Education Movement

Beatley, Bancroft. Another Look at Women's Education. Boston: Simmons College Press, 1955.

"Change and Choice for the College Woman," American Association of University Women Journal, Vol. 55, No. 4, 1962.

Dennis, Lawrence E. (ed.). Education and a Woman's Life. Proceedings of the Conference on the Continuing Education of Women. Washington: American Council on Education, 1963.

Mueller, Kate H. Educating Women for a Changing World. University of Minnesota Press, 1954.

Muller, Leo C. and Ovieda G. Muller (eds.). New Horizons for College Women. Washington: Public Affairs Press, 1960.

Newcomer, Mable. A Century of Higher Education for Women. New York: Harper, 1959.

Proceedings from The First Catalyst on Campus Conference. A Program Proposal. Pittsburgh, Pennsylvania: Margaret Morrison Carnegie College, Carnegie Institute of Technology, May, 1964.

Report of the President's Commission on the Status of Women--American Women. Women's Bureau of the Department of Labor, 1963. Report of the Committee on Education, October, 1963. Report of Progress on the Status of Women, October, 1964.

The Education of Women--Signs for the Future. Edited by Opal D. David. Washington: American Council on Education, 1959.

Today's Woman in Tomorrow's World. Report of Conference Commemorating the Fortieth Anniversary of the Women's Bureau. Washington: United States Department of Labor, Women's Bureau Bulletin, No. 276, 1960.

Unfinished Business--Continuing Education of Women. The Commission on the Education of Women of the American Council on Education, 1961.

Womanpower. National Manpower Council. New York: Columbia University Press, 1959.

CHAPTER III

PREVENTIVE COUNSELING FOR THE ADULT WOMAN: GUIDANCE IN THE SCHOOLS*

By the time the girl goes to college, it is too late to educate her to an entirely new look at life if she has already narrowed her horizons in her high school experience. To make a serious attack on this problem, it will be necessary to re-educate the guidance counselors in the high schools. In such a training program it is as necessary to train men counselors as to train women counselors, since there are more men than women counselors in secondary schools. At the Teachers College, Columbia University, Summer, 1965 NDEA Counseling and Guidance Institute which focused on counseling girls, there were almost equal proportions of men and women counselors and they represented schools in disadvantaged areas, urban and rural, as well as schools in more advantaged areas.

Training for the counseling of girls should include knowledge of research findings on sex differences, and their implications for education and vocation; sex differences are physiological, psychological, and social, and influence occupational, family, and peer group participation and attitudes. The widely different theories of feminine psychology of such authorities as Freud, Adler, Jung, Erikson, and others provide a background against which both research findings and popular attitudes can be analyzed.

Feminine discontinuity or intermittency in occupational careers need not be as prevalent as now if girls can be helped to see employment (paid or unpaid) and family duties as complementary rather than conflicting responsibilities. Rather, the amount and intensity of attention a woman gives to employment and family, respectively, can fluctuate with fluctuation in family responsibilities, thus generating flexibility rather than discontinuity in her life's occupations.

---

*This chapter is based on material presented by Dr. Esther M. Westervelt.

Volunteer service and part-time education are useful and rewarding ways of keeping interests and skills up-to-date during periods when the emphasis falls most heavily on home and family. Successful vocations are not always synonomous with paid work.

Counseling in the schools is the preventive aspect of the counseling of the mature woman, and it is similar in many ways, but different in others. Such counseling should include group counseling, but not merely because in our schools today all counselors are much overloaded. Sex differences in life patterns and the changing sex roles of women may be better understood by both boys and girls if they can discuss these together in small groups while they are still young and relatively unprejudiced. It is far more difficult to change the attitudes of older men who may have grown up believing that their masculinity is in part defined by a wife in the home with three or four children, who has no business worrying about what she will do when the children are grown because she will still have a home and husband and what more could she want.

One difficulty which besets trainers of counselors of girls and the counselors themselves is the dearth of good occupational information materials. Few of these materials, except for the publications of the Women's Bureau, take a realistic, workable approach to the problem of sex differences in occupations. Girls are too often relegated to the four standard feminine vocations: elementary and secondary teaching, nursing, secretarial work, and sales. Many other professions can be combined with marriage; for example, medicine, counseling psychology, real estate, law, and there are many other individual possibilities. In Russia over 75% of doctors are women; in Finland, almost 50% of professional, technical and related workers are women (as compared with 36% in the United States); in Sweden, 53.6% of workers in public administration and the professions are women---these figures suggest that there are many possibilities still unexplored by American women.

One important way in which counseling high school girls differs from counseling adult women relates to the individual's sense of identity. The adolescent is in the early stages of developing an identity, but the adult already has come a long way down that road (or if not, she is too sick for counseling and needs real therapy). Often the adult's identity is tied to a role that is disappearing, just as in the case of the army officer who retires at forty-five and must find another occupation. These adults tend to seek a role which will give them a sense of a growing rather than a dying identity. The challenge is to find a role close enough to the old one that neither the shift nor the risk of failure is too great.

Research is needed in all aspects of women's life and work, especially more knowledge about the sources of sex differences---the extent to which these are inherited and to which they are culturally induced. Much of the research is conflicting; since it is based on rival theories about the nature of women, the results are inconclusive. Research and educational programs could be undertaken together, with mutual benefit to theory and to practice.

Personality traits need more careful defining and more study. It is not enough to say that the male is aggressive and the female dependent and inclined to maintain order and the status quo; or that the male is competitive and the female passive; or the male dominant and the female nurturant. Although traits to some extent seem to differentiate between the sexes in all cultures, they vary with individuals and with age, socio-economic level, geography, and occupational or social circumstances.

It is not quite accurate to say that working women are passive just because they are not, for example, primarily concerned with the next promotion or the next raise in salary. They may be very active and really aggressive in doing their jobs well, in making the job more meaningful, more enjoyable. Men seem to plan more systematically for their future career, the next step up, the next responsibility; but women may be equally oriented to the future except that it is the future of their husbands, their children, their community, rather than their own vocational career.

Is aggression of any greater value than nurturing? The male need to change and manipulate the environment and to compete for dominance needs to be balanced by a concern with maintaining what is valuable---a personal concern with the welfare of others. Both feminity and masculinity have something to contribute to society, but we live in a society where both males and females undervalue the feminine. Psychologists, perhaps because most were males, labelled a certain womanly trait "passivity," but that does not make women either weak or useless.

If women's homemaking roles, or society's expectations of women have conspired to make her more passive, more nurturing, more oriented to present needs than future possibilities, more conservative in the real sense of that word, and if men are more aggressive, competitive, and possessed of a greater need for dominance, society can capitalize on these sex differences, not by training women to be carbon copies of men, but by giving women wider opportunities to infuse values into the public life and activities of our society. This will begin to happen when government at every level, the professions, and business and industry welcome the participation of able and qualified women both because they are competent and because they are women.

REFERENCES ON GROUP COUNSELING AND GROUP GUIDANCE

NDEA Counseling and Guidance Institute

Compiled by Esther M. Westervelt

Bennett, Margaret E. *Guidance and Counseling in Groups*. 2nd edition. New York: McGraw-Hill, 1963.

Bonner, Hubert. *Group Dynamics: Principles and Applications*. New York: Ronald Press, 1959.

Cartwright, Dorwin and Alvin Zander (eds.). *Group Dynamics: Research and Theory*. Evanston, Illinois: Row, Peterson, 1960.

Driver, Helen I. *Multiple Counseling: A Small Group Discussion Method for Personal Growth.* Madison, Wisconsin: Monona Publications, 1954.

__________. (ed.). *Counseling and Learning Through Small-Group Discussion*. Madison, Wisconsin: Monona Publications, 1958.

Glanz, Edward C. *Groups in Guidance*. Boston: Allyn and Bacon, Inc., 1964.

Kemp, C. G. (ed.). *Perspectives on the Group Process: A Foundation for Counseling with Groups.* Boston: Houghton Mifflin Company, 1964.

Lifton, Walter M. *Working with Groups: Group Process and Individual Growth.* New York: Wiley and Sons, Inc., 1961.

Mahler, Clarence A. and Edson Caldwell. *Group Counseling in Secondary Schools*. Chicago: Science Research Associates, 1961.

Miles, Matthew D. *Learning to Work in Groups*. New York: Bureau of Publications. Teachers College, Columbia University, 1959.

Ohlsen, Merle M. and Fred D. Proff. *The Extent to Which Group Counseling Improves the Academic and Personal Adjustment of Underachieving Gifted Adolescents.* Cooperative Research Project #623. Urbana: University of Illinois, 1960.

____________. *Response Patterns Associated with Group Counseling*. Supplement to above.

Thelen, H. *Dynamics of Groups at Work.* Chicago: University of Chicago Press, 1954.

Warters, Jane. *Group Guidance, Principles and Practices*. New York: McGraw-Hill, 1960.

Willey, Roy DeVerl and W. Melvin Strong. *Group Procedures in Guidance.* New York: Harper, 1957.

WOMEN IN UNITED STATES SOCIETY TODAY*

If we look at mankind in the past and around the world in the present, we see a great variety of culture patterns. One might ask why there are so many ways of living, such a variety in the things which humans value and in their feelings about people and objects, the present and future, the land and the sky. All of these complexities are the substantive answers which living people have made and are making to the question: How can the group survive despite the mortality of its individual members? Some groups have given widely divergent but successful answers to similar threats: some groups facing unique threats have fashioned unique answers, and some groups are unable to create adequate answers, and perish.

Despite the diversity of the answers, the threats facing all groups can be summarized under three types: threats related to the nature of the species itself, threats posed by the physical environment, and threats posed by other people who have developed different answers to the question of survival. Let us look at each of these.

A major threat posed by the species is that every human being is born unknowing of anything he needs to know for his own survival and for the survival of others. He is also born uncaring whether others survive. To make certain that the infant grows into a knowing, caring member, every grouping ascribes to at least some of its members tenderhearted roles of teaching and caring to ensure that younger members will gain in knowledge and will grow to care for others. We commonly think of these as kinship roles of mother, father, brother, sister, etc. But in complex societies, we also have specialized roles of teachers and counselors, doctors and nurses, policemen and firemen. Tenderhearted roles are based on faith and trust---faith that people will learn and trust that they will perform their roles because they care about the survival of the group.

Every grouping must also come to terms with the threats of the physical environment---or perish. To find solutions to diseases and lack of food, to ward off predatory animals and protect humans from the elements requires toughminded knowledge of how the physical environment works. Toughminded knowledge is gained through having neither faith nor trust in the physical environment, for it can neither be instructed nor be counted upon to care about the survival of humans. To benefit mankind, the toughminded knowledge must be built back into the tenderhearted roles for passing on to the less knowledgeable.

---

*This material prepared by Dr. Ruth Hill Useem from lectures.

Then there are the threats posed by other human groupings intent upon their own survival. Having toughminded knowledge about them is necessary but often not sufficient to reduce the threat because they, unlike the physical universe, do care and can learn. Having only tenderhearted feelings about them is not sufficient to solve the threat because they, unlike members of one's own grouping, are not easily available for socialization. To solve the threats posed by other human groupings requires having both tenderhearted and toughminded roles.

Unless one group completely exterminates another, eventually two competing groups have to come to terms with each other and join together. The culture created out of the union of two previously disparate but mutually threatening groupings is called a third culture. It incorporates some elements of both prior cultures; it limits to some degree the autonomy of both, but it is something more than a simple sum of the two. The new third culture must now develop its own tenderhearted and toughminded roles to ensure its collective survival.

This process has gone on over the centuries as man has multiplied and spread out over the earth, but it has greatly accelerated in the last two centuries. The result is that by the second half of the Twentieth Century we have literally all become related to each other in one family---the family of mankind. A fighting and hating family but also a loving and caring one. We are faced with an enormous problem of gaining the toughminded knowledge about the physical environment and each other and, at the same time, developing new tenderhearted roles for mutual caring so that we can ensure the survival of the family of mankind.

Every grouping, or society, or family, in thinking about its collective survival has some notions as to what the future holds in store for it. For some, the future looks bright, and the present is seen as a prolegomenon to a utopian future. For others the future is dark and foreboding and they see the present as a step downward from a utopian past, a past often made brighter than it was.

The United States was built on a collective utopian dream of the future, of progress toward a better world, of a land of hope for the hopeless. This dream developed a serious crack after World War I when we found we had not saved the world for democracy. The crack widened in the depression of the thirties and the dream was badly shattered by World War II. At that time the United States was plummeted into a position of world power with increasing responsibility for the family of mankind without either the toughminded knowledge or the tenderhearted roles to meet the threats. We lost the American dream. But dreaming is a hard habit to break and the dreams got new content. For many people in the period between 1945 and 1950, the end of the rainbow became the home---and the flight into marriage and the flight into fertility was on.

The result of the private family utopias became a societal nightmare. The age structure of the American population changed appreciably. Although couples had children, none could educate their own, few had the toughminded knowledge basic to giving counsel for finding the way into the complicated society and many could not even decently feed, house and clothe their offspring.

Paradoxically, the old dream of progress did "pay off" in the arrival of the affluent society---but large segments were cut off from the bounty. Negroes and American Indians and some women and especially the unskilled, uneducated, unloved late teenagers and young adults were not getting their share. Due to modern communication media, the affluent society was instantly visible, seen through a glass brightly, even to those who were not a part of it. Out of this developed the instant utopians of the late fifties and sixties. Instant utopias developed in two sectors: among those who had been "counted out" and wanted in---particularly the Negroes and the poor; and among those who had been "counted in" but wanted out---particularly the children of affluence who saw no meaning in their surroundings and hunted instant utopias in escapism to inner space.

Sometimes we have become so preoccupied with the instant utopians that we have failed to note the "limited utopians"---the Peace Corpsmen, the Vista volunteers, the young readying themselves for teaching and nursing and administrative positions and the toughminded roles of scientists and social scientists. But particularly relevant to this group are the limited utopians who are older women returning to school and to work in order to forge some of the collective solutions to the problems which they along with others privately wrought.

As women have moved out of the home into schools, universities, hospitals, overseas assignments, guidance clinics, political parties and governmental agencies, they have run into some problems about role definitions. The industrialization and urbanization of America from the Civil War on had precipitated some cultural definitions of the "nature" of men and the "nature" of women. Because men went out of the home into employments which were increasingly of a toughminded nature, it became common to think that the nature of men was toughmindedness and the roles they held could only be filled by men. Because women had stayed in the home where tenderhearted roles were considered appropriate, these activities performed by women were transformed into the "nature" of women. We lost the wisdom of the ages that both men and women can be, and perhaps should be, both tenderhearted and toughminded; and furthermore that both home roles and public roles ought to include elements of both if the society is to be a humane, civilized society.

But culture is never static. It is learned behavior and can be unlearned---although the process is quite often painful for some sections of the population. Culture is always subject to redefinition as living people try to work out solutions to problems which threaten them individually and collectively. New definitions of appropriate roles for men and women are developing.

This group, assembled at the AAUW this summer, and other groups all over the nation and the world are trying to create some of the new patterns which can contribute both to individual self-fulfillment and to societal fulfillment and which can help ensure the survival of the family of mankind. There are no easy answers, indeed we are not sure we will come up with solutions which can make this a viable family of mankind---but we would be something less than human if each of us, singly and collectively, did not make the attempt.

LECTURE TOPICS AND REFERENCES

Suggested by Dr. Ruth Hill Useem

Lecture Topics

1) The Tender Heart
2) The Tough Mind
3) Utopias and Disutopias
4) Mopers, Copers and Hopers
5) The Tension of Tense---Past, Present and Future

Suggested Reading

Cumming, John and Elaine. Ego & Milieu. New York: Atherton Press, 1962.

Ginzberg, Eli, et al. Life Styles of Educated Women. New York: Columbia University Press, 1966.

La Barre, Weston. The Human Animal. Chicago: Phoenix Paperback, University of Chicago Press, 1954.

Matson, Floyd W. The Broken Image. New York: George Braziller, 1964.

Nye, Ivan F. and Lois Wladis Hoffman. The Employed Mother in America. Chicago: Rand McNally & Company, 1963.

COUNSELING TECHNIQUES AND PRACTICUM

Virginia R. Kirkbride
Dean of Women, George Washington University

Chapter		Page
I	Introduction, Principles, Definitions, Needs	123
II	Individual Counseling	130
III	Practicum - Supervised Practice	149
IV	Group Methods	155
V	Supplementary Areas	171

AND

Additional material from consultants:

Thelma Hunt	Ruth Osborn
Eva M. Johnson	Virginia L. Senders
Lianna Larabee	Martha L. Ware
Olive McKay	

COUNSELING TECHNIQUES AND PRACTICUM

CHAPTER I

INTRODUCTION, PRINCIPLES, DEFINITIONS, NEEDS

Introduction

The initial purpose and scope of this course were described in the original syllabus as follows:

> To achieve the maximum understanding of why people act the way they do in their relationships with each other.
>
> To acquire a knowledge of group process and its effect on the individual.
>
> To identify a relevant body of knowledge in which counselors of adults should be trained.
>
> To develop an increased understanding of the counseling process through supervised practice in individual counseling.
>
> To develop an understanding of techniques of group counseling.

The Participants requested that another purpose be added:

> To increase the counselors' sensitivity to their own feelings and behavior in individual and group relationships.

A fifty-minute class period daily was assigned to this course. An afternoon observation trip included visits to APGA, NEA, and the Women's Bureau of the Labor Department. During the first week of the program each Participant had the opportunity to observe in an Adult Counseling Center. This experience served as a means of orienting the Participants to the course work. Afternoons of the third, fourth, fifth and sixth weeks were scheduled for supervised experience in individual counseling; some Participants saw clients into the seventh and eighth week also.

A bibliography of books on counseling found in The George Washington University library was given to the Participants, and a visit to the library and an orientation session there with the reference librarian were scheduled for the first afternoon.

It had originally been planned that the contributions of each Participant would be identified as the course materials were drawn together for publication. However, the materials were so interwoven that each Participant was a part of all of it, and therefore the team approach was used in developing this area for the Report on Counseling Techniques and Practicum.

In this section each chapter deals with one area of course content, with the exception of the last chapter which deals with several supplementary areas. In the syllabus of the course it can be noted that the areas run concurrently, not consecutively. Because of the nature of the course material, this approach is highly recommended.

It was assumed that the Participants had the basic training in the principles underlying counseling which provide a working philosophy for counselors as set forth in the course syllabus:

Principles of Counseling

(Fundamental guideposts and working philosophy of the trained counselor)

1. Each individual functions as a total organism, and his efficiency will depend on his total adjustment to life.

2. The need for counseling arises when the individual is confronted with problems of adjustment which he cannot solve satisfactorily without help.

3. The function of counseling is to help individuals to help themselves.

4. Effective counseling is dependent upon adequate professional training and experience, and adequate use of the full range of data available.

5. The counselor should hold the disclosures of the client in professional confidence.

6. Effective counseling is best done in a private and confidential setting.

7. Counseling cannot be completely centralized in one person.

8. The counselor must know when to refer the client elsewhere.

9. The counselor can be more effective through preventive rather than remedial measures.

In this course, the instructor has tested with the Participants the techniques most applicable for counseling with adult women both in individual counseling and in group methods. For the individual counseling experience counselees were provided; for the group methods, the instructor used the class periods in presenting the various techniques while at the same time presenting the course material. It is recommended that in future classes of this kind, each Participant have many opportunities for supervisory experience in group counseling sessions.

Definitions

Since this course was basically concerned with the counseling of adult women it was felt that a common understanding of terms was necessary, especially adult, counseling, and adult counseling.

Adult: Any individual who has reached an age whereat he is responsible for himself socially, morally, and physically. He may or may not be financially independent. For this particular study, the adult woman is defined as being between 35 - 54 years of age.

Counseling: A helping relationship in which one individual (counselor) attempts to assist another individual (client/counselee) in solving his problems by providing him with an atmosphere of respect and acceptance as a human being wherein he may retain his dignity.

Adult Counseling: A helping relationship with aspects no different than for any other counseling situation except for the individual differences based on X number of years of having lived.

In probing deeper into the real meaning of adult counseling, two basic concepts come to the fore. One is the ever-pervading recognition of the continuities from adolescence to adulthood; the other, the constant comparison, noting differences in the counseling of adolescents and adults.

The rudiments of the counseling process are essentially the same at all levels and for all types of problems. The purpose is the same no matter what the client's age. The central difference in defining adult counseling is in the consideration of the number of years one has lived. The adult, having lived longer, has greater independence, autonomy, knowledge and responsibility, resulting in different and wider range of problems and needs. Whether accurate or not, the adult has more knowledge of his own needs and his own wants. The adult counselor may, therefore, be able to help the client focus and to conceptualize some of the needs that he has always known something about.

The adult counselor then must have a thorough understanding of these problems and needs. One of the ways to acquire this understanding is to contrast these with the problems and needs of adolescents with which most counselors are more familiar. This greater range in problems of adults, in turn, demands greater skill on the part of the counselor.

Throughout this section, references to the differences in adolescents and adults are made. This is done in an endeavor to clarify the meaning of adult counseling and, subsequently, to identify techniques applicable for counseling adult women.

Need for Adult Counseling Services

The number of women who are faced with the necessity as well as having the desire of entering the labor force is increasing daily. These women need guidance not only in securing positions but also in taking a realistic view of themselves in relation to the job market. In addition to the growing number of working women, other factors such as the lengthening life expectancy of the adult, the utilization of automation in lieu of manpower which has forced many people to seek new jobs, and the sheer demand of more people in the job market affect the overall picture. As a consequence, the need for counseling services for adults will continue to increase.

Employment agencies, public and private, have counselors who help in many ways. Business and industry employ trained personnel not only for the purpose of screening applicants but also for the purpose of helping employees adjust to the job. Our world is changing so fast that people need to know more about what is expected of them on the job, exactly what their work is going to entail and how it will fit into the total work picture. A secretary twenty years ago never saw an electric typewriter, rarely used a dictating machine and worked for one boss. She may now have several bosses who do their dictating into a machine, and she transcribes it using an electric typewriter. This may necessitate the adult woman taking some on-the-job training or night school work in order to be the secretary she was twenty years ago; here a counselor can be of great assistance. Family service agencies are finding an ever increasing need for counselors. A woman may find herself the head of a household with several children to support and care for, but with no means of doing it. Hospitals and mental health clinics are providing counselors who can assist families suddenly finding themselves in an environment completely foreign to them.

As can be seen, the adult counselor can and does presently function in a variety of situations. Still, consideration must be given to the ever expanding opportunities and needs for adult counseling in new locations, such as in housing developments of large urban areas where there is a resident team consisting of such persons as a public health nurse, a social worker, a home economist and, perhaps, visiting housekeepers. When families are moved from slum areas into new housing there is an intensive need for re-education.

The government is using adult counselors in the current anti-poverty programs, the crux of which is the re-education of individuals and families. This task calls for counseling and practices that will motivate people toward helping themselves become increasingly autonomous.

Settings

These are but examples of the many kinds of adult counseling services being offered in varied and numerous kinds of settings, some of which the Participants learned first-hand through observation experience. For example, in the ten colleges visited by six Participants there was a wide range in programs---from an excellent counseling program with few adult women to utilize it, to a complete lack of counseling for many adults and adult women who desired it. Of the ten colleges offering something for adult women, from evening school to part-time academic daytime programs, and token non-credit seminars, only four provided counseling programs especially for adults or adult women. Of the centers which the Participants visited the strength was found in the personalities and attitudes of the personnel toward older workers; the weaknesses were found in the inadequate number of counselors and their qualifications with the resultant lack of time for individualized relationships or counseling of clients.

The settings where adult counseling takes place are extremely important and are influenced by several factors. One is the type of community, rural or urban. Another is the attitude which society holds in regard to career changes, early retirements, increased leisure time and the means of meeting the needs of the individual members in this changing society. In the final analysis, the most decisive factor in the success of any program is the competence of the adult counselor.

Existing information is inadequate to guide the person seeking counseling to the right sources for help. In turn, counselors or others wishing to make referrals find that they themselves are not always properly informed as to the kinds of services available. Because of the large urban centers and the extreme mobility of today's society, it would be valuable if a clearinghouse of information concerning counseling services and referral possibilities could be established at least in large cities throughout sections of the country, if not the entire country. In addition to the usual function as a general clearinghouse of information, this center would hopefully be able to make studies and recommendations which would enable it to evaluate existing community services in terms of duplicating deficiencies or expansions. The Participants suggested that a professional organization on a national basis might assume some responsibility in this area.

Areas of Counseling Need

Adults are particularly in need of counseling* in relation to the following areas: community relationships, retirement, marriage and family, health, energy, finance, handicapped or retarded children, widowhood, planned parenthood, philosophic or aesthetic education, occupation or career, and self-development. Some of the different life stages in which adult women need counseling are listed under the marital, education and work spectrums in the outline for preparing the "situational" case which is included in Chapter IV.

Staffing

With the increase in the need for expansion in adult counseling services and the evident shortage of counselors and the limited number of persons qualified as counselors, even the most pressing needs probably cannot be met in an ideal way; therefore attention was given to making the most effective use of the limited resources that are available.

The team approach, consisting of consultant(s), professional counselors, resource counselors and technical specialists or aides, is recommended in adult counseling services because of the wide variety and complexity of adult problems. The consultant(s) should be highly trained doctoral level people to be supportive, to back up the other groups. The professional counselor's education should consist of a minimum of a master's degree in counseling and guidance. Having the desire and the ability to work with adults, these persons then could coordinate the staff team and plan in-service training, constantly keeping in mind the community structure, resources and needs. The counselor in this context is able to provide the helping relationship that was defined earlier as individual counseling; she does not practice psychotherapy but rather she is able to recognize the need for this treatment in depth and refers such a client to a clinical psychologist or a psychiatrist.

Counseling should be related to the individual rather than to the job the individual will pursue. Basic to the counseling of the adult woman is a willingness on the part of the counselor to help the client with exploratory and preliminary planning; that is, the counselor cannot expect the adult woman to know specifically what she wants or needs before she sees her. Since the adult must incorporate counseling and decision-making into her life as it presently exists (as contrasted with adolescent counseling wherein the client is often shaping her future years), the counselor must first look carefully at the client's credentials, both formal and informal, to try to help her establish herself in the position or on the rung of the ladder where she belongs. With this as a basis, the adult woman should then be encouraged by the counselor to be creative, to make changes, to explore new things.

---

*Areas identified by panel of Participants (Alma Biggers, Arline Coopersmith, Sadie Higgins, Ruth Nelson).

The resource counselors should incorporate a variety of backgrounds and skills and receive a major portion of their training from professional counselors while working under their supervision. The potential for resource counselors exists in a variety of occupational fields, such as the technologically unemployed, the retired older person, the physically handicapped and the part-time worker. The qualifications of these resource people should be appropriate skills, desire and proof that they can work with adults, and potential to learn. It is recommended that tests be developed as quickly as possible for evaluating and assessing the life experiences of people. Such information would aid greatly in discovering persons with qualifications and aptitudes in resource counseling as well as other areas. Resource counselors can be valuable members of the team in special ways; for example, some will be equipped to communicate with various ethnic groups and it is quite conceivable that they might do this much better than the professionals. Too, with proper training, they could man an information center very well.

The last group, technical specialists or aides, should join the staff with a knowledge of community resources, and through a well-developed, specialized in-service training program, they should perform such special duties as were required in a particular setting, thus becoming valuable team workers.

Training

At the level of the professional counselor and the consultant, formal education is required. More and more institutions of higher education are realizing the need for an interdisciplinary approach to counselor training, and consequently such courses as sociology, economics, psychology and anthropology are being required of graduate students in counseling and guidance. Through a composite of these disciplines the counselor is able to assist the counselee in making decisions based on sound application of all available information and resources. In addition, a special body of knowledge is recommended for adult counselors. This is the specific psychological, sociological and physiological information which pertains to the adult woman and which has influenced her past experience, her present position in life and her outlook for the future. The techniques for counseling then will be adapted to the understandings of this body of knowledge.

Social service agencies, government agencies, industrial institutions, business firms will also offer training. The curriculum context as well as the scope and administration of such programs will depend upon where the work is offered. Even with all of this, there will continue to be a shortage of adult counselors. A good public relations program must be functioning in the community to encourage citizens to enter the counseling profession, to sell the community on additional adult facilities to meet the needs and to encourage people who are changing jobs to find out about the area of adult counseling.

CHAPTER II

INDIVIDUAL COUNSELING

Individual counseling focuses on the individual and his problem. For adults it appears that it is even more difficult than with adolescents to distinguish between kinds of problems. A problem tends to cut across all areas. Therefore, the counselor is not concerned with only the personal or the vocational aspects of a problem but rather with the whole of the problem(s) which is generally a combination of any or all of the above mentioned factors. The purpose of counseling is to help the client understand himself as a part of his solution of his problem. The emphasis is on the client.

The aim of the counselor of adult women is to help the client find her real self---to open up herself to herself, to give up her defenses, to explore the potentialities of all her talents and capacities to their fullest extent. And all of this must be done with a keen awareness of the years still remaining to her for gainful employment. Adult women in general lack self-confidence[1] and they seem unwilling to expose themselves to their peers in a group situation. Therefore, individual counseling must be provided. Individual counseling provides the opportunity to uncover real or specific problems. But prior to working on the problem, the counselor endeavors to learn about the client.

Human Relations

In her analysis of the adult woman, the counselor needs a basic understanding of human behavior, that is, a maximum understanding of why people act the way they do in their relationships with each other. The counselor must have deep sensitivity to the characteristics, problems and needs of the adult woman - the span of a woman's life; the discontinuities, multiple roles, change in roles; the established pattern of work in the home; the demands, choices, motivations, and fears which confront her. The counselor should have as much personal, educational and vocational data as is available about the client and should possess a complete facility with the tools, tests and decision-making, which are most important in the counseling process.

In the training of counselors it is recommended that the area of human relations be incorporated as a complement to the interdisciplinary subject matter of sociology, economics, psychology and anthropology. One Participant put it this way, 'When someone finds a measure for assessing good human relationship, fewer courses will be needed, for some counselors are born and not trained, it would seem."

Those counselors who have developed an understanding of (1) why people act the way they do in their relationships with each other and (2) how to make the greatest possible ethical use of that understanding in dealing with people, can assist adult women to understand themselves better. Adult women who seek counseling want to know how to get along better with people; they want to improve their human relations; in short, they want to become more effective people in the home and on the job. There are no rules governing the business of getting along with people; however, there are some signposts that point out the general direction to the answer. These can be summed up in four rather fundamental principles which, if accepted, will assist in the effective practice of human relations.

The first principle is that people differ a lot from each other and so cannot be treated the same. No member of the human team can afford to treat the other members of that team as if they were all alike, because they are not. Acceptance of this principle means that counselors will endeavor to become more sensitive to people's individual responses and treat them accordingly.

The second principle is that you get more work out of a person by helping him to feel important than you do by making him afraid. This need to feel important is a fundamental need of every individual. It can be met by raising the client's prestige or self-confidence and this is accomplished by giving recognition and praise when it is offered sincerely.

The third principle warns us that much of human behavior results from past training, or from habit, or from desire, or from emotion and not from logical consideration. This is important for one cannot expect an overwrought person to see the sense in a logical solution. Above all, it warns individuals not to let the emotion shift to them, for two angry people have no hope of arriving at a sensible decision.

The fourth principle is that individuals cannot hope to be effective in the practice of human relations if they do not like people. There are those individuals who prefer things to people or ideas to people. But the individual who likes people must moreover have sufficient enthusiasm about people to make the thorough study which allows him to practice the first principle.

Above all, counselors and clients must school themselves to avoid thinking of people in the mass, or thinking of people as we do machines. Rather, they must train themselves to think of the individual as a person. A central principle, in summary, is: Treat people personally.

Applications of Human Relations

The counselor needs to have some practical applications of these four principles to implement the general philosophy of getting along better with people through understanding them better. These applications which Participants studied and found valuable are:

1. Keep in mind that, by and large, people will try to live up to your expectations of them. Get the habit of expecting the best of people; you will be disappointed now and then, but for the most part, you'll be working as a member of a pleasant, capable team.

2. Know yourself. Try to gain some understanding of why you act as you do.

3. Do not forget that your associates will copy your techniques.

4. Never forget that the most insulting treatment you can give another human being is to disregard him, to pay no attention to him.

5. Support the other person's ego. Everyone needs to feel important.

6. Be an individual yourself.

7. Practicing sound human relations does not mean that you cannot reprimand or punish. There is no relationship between sound human relations and laxity in discipline.

8. In criticizing a subordinate, resist the temptation to contrast his behavior with another individual's.

9. Be consistent in your treatment of associates.

10. Make it easy for associates to know what you are thinking and for you to know what they are thinking.

11. Use group conferences. This does not mean, of course, that you yield your authority to make the final decision or relieve yourself of responsibility for the decision. It does very frequently result in better decisions; it almost unfailingly results in a team that works together.

12. Assign appropriate responsibilities and delegate adequate authority. Three important points which seem effective in achieving success in delegating responsibility are:

    a. Let the assistant know exactly the limit of his responsibilities.

    b. Give him enough authority to carry out his delegated responsibilities together with an assured feeling that he will be backed up.

    c. Let everyone concerned know that he has specific responsibility and authority.

13. Maintain an atmosphere of approval in your office, a positive attitude toward your work and your program.

14. You cannot afford the luxury of losing your temper. If you lose your temper, you lose your point.

Needs of the Adult Woman

The counselor must have a deep sensitivity to the problems and needs of the adult woman. The recognition of a problem or a need is often more essential than its solution. The needs of adult women and solutions for meeting these needs present a variety of types of problems to be solved. It appears then, that by determining and studying the needs of the adult woman, there will be a positive approach toward suggestions which may aid the woman in fulfilling her needs. The approach used in this class and the way it was implemented are described in the following paragraphs.

A tentative draft of The Needs of the Adult Woman was prepared by Participant Mable Thomson after listening to tapes, interviewing clients, being involved in panel discussions, hearing lectures and "searching into many hearts as well as my own." The draft was given to all the Participants and they were requested to add and then to renumber the needs in order of importance "to you." The goal was to get the true feeling of this group regarding the needs of the adult woman.

The needs were obviously rated according to the individual's background and environment. Fifteen drafts were returned. Some wanted it known that all needs did not apply to themselves, but felt they were needs of one individual woman; others felt that it represented only the most prominent needs of women today.

Of the fifteen women who returned the list of needs, four felt that the order of importance was not paramount, but "that the route a woman takes to attain a feeling of worth is the important thing." However, while in different sequence, the first ten needs decided upon by the Participants were the same as listed on the original draft. The revised list of the needs of the adult woman is as follows:

1. The adult woman needs to develop a feeling of confidence and adequacy in her interests, goals and individual worth. She need not feel guilty if she thinks her life is happy and fulfilled.

2. The adult woman needs the environment to reflect and discover "who she is" and to learn how she may grow personally, socially, intellectually and vocationally.

3. The adult woman needs an empathic listening ear, which may be a team, group, agency or counselor, to help her explore or assess skills and attitudes or otherwise organize her thinking toward her goals.

4. The adult woman needs the support and reinforcement of her family when she strives to improve their way of life through education or volunteer projects.

5. The adult woman needs to become aware of the ratio of dependence and independence with which she treats her younger employers or fellow workers, and to learn the importance of appropriate grooming or dress for the job.

6. The adult woman needs to develop the ability to observe, listen, think, and communicate more effectively. She needs to know how her own needs might limit human relationships.

7. The adult woman needs to face the reality of the job areas and training necessary to secure the desired work.

8. The adult woman needs to have the opportunity to probe deeply into her feelings for the creativity which may be lying dormant, having been inhibited or repressed.

9. The adult woman needs to be able to review or renew attitudes, interests, or skills which might help her use leisure time for continual enrichment of life and achieve a realistic balance in the giving of her time and energy.

10. The adult woman needs to be conscious of her responsibilities of contributing toward a greater society by participating in any way possible.

11. The adult woman needs to develop a sensitivity to appreciation for and/or self-expression of the art and beauty in all cultures, if she has not already done so.

12. The adult woman needs to understand the aging process with its physical limitations and to recognize the importance of maintaining mental and physical health; she needs to think toward her retirement or living with a retired husband or relative.

The group accepted this analysis of basic needs and proceeded to examine them in relation to those of young people, thus pointing up the adult counseling emphases.

Differences between the Needs of Youth and Needs of the Adult Woman

Reference was made earlier to the fact that counselors must be aware of the differences between adolescents and adults. One of the Participants, Mable Thomson, submitted the differences between the needs of youth and the needs of the adult woman. They are as follows:

1. Youth needs to develop a life philosophy, while the adult woman needs to renew and restore her life philosophy.
2. Youth needs to be acquiring his/her identity, while the adult woman already has identified one role which is disappearing, so she needs to "shop" around for a new role.
3. Youth needs to explore many experiences for satisfactions, while the adult woman needs to use her past and present experiences on which to build her new life.
4. Youth needs to develop attitudes and interests, while the adult woman needs to review and update her attitudes or interests.
5. Youth needs to become motivated toward his goals, while the adult woman, already highly motivated, needs guidance in her choice.
6. Youth needs to gain a mature responsibility, while the adult woman needs to shift her responsibility.
7. Youth needs to realize the value of spending more time in learning, while the adult woman needs to 'get going" for she realizes time is passing swiftly.
8. Youth needs to make many choices from present day activities in his leisure time, while the adult woman needs to develop skills to use her increasing leisure time.
9. Youth needs to think of sex, marriage, and occupation, while the adult woman needs to think of occupation and retirement.

Problems of Adult Women

About mid-way in the course a panel of four Participants, Virginia Bullard, Ruth Cummings, Wandalyn Hiltunen, Evelyn Marshall, presented a list of problems which they believed to be typical of those often encountered by the adult woman. Two copies of this list of thirty-three problems were distributed to each of the Participants. On the first copy the Participants were asked to check all the problems which they had heard expressed by their counselees or other counselees on the tape recordings (see Chapter III) and to select the ten problems which had been expressed most frequently by the counselees, rating them from one through ten (number one being the problem expressed most frequently).

On the second copy the Participants were asked to call upon their total experience (prior to and including the AAUW Program) in working with adult women and select the twenty problems which they thought were most common, rating them from one through twenty (number one being the problem which occurs most frequently).

The five problems identified by the Participants as those most frequently encountered by counselees during the AAUW Program are: "lack of confidence," "indecision," "lack of information," "reduced sense of capabilities," and "financial problems." The problems believed to be most frequently expressed by adult women in general are "inadequate preparation," "lack of confidence," "scheduling time to cover multiple duties," "conflict in sense of values," and "indecision."

The problems expressed by the counselees and the problems expressed by the adult women in general, as rated by the Participants, are similar in that "indecision" and "lack of self-confidence" are the two problems which are included in the group of the five problems most frequently expressed by both groups of women.

Problems of Adolescents Compared to Those of Adult Women

In order to compare the problems of adolescents to those of adult women, the Participants who had had experience in counseling adolescents in secondary schools or colleges were asked to list the twenty problems which they believed to be most prevalent among adolescents.

The problems most common to adolescents appear to be interpersonal in nature, while those of adult women appear to be intra-personal in nature. For example, relationships with members of the family and relationships with people outside of the family were two of the problems of adolescents which were named most often, while indecision and lack of confidence were the two problems most often characteristic of adult women.

The problems of adolescents appear to be centered around the present, while those of adult women are centered around preparing for a change or the future.[2] For example, acceptance by peers, appearance, and family relationships are problems more common to adolescents while inadequate preparation, reduced sense of capabilities, and scheduling time to cover multiple duties are problems more common to adult women.

However, it is difficult to compare the problems attributed to adolescents with those attributed to adult women because of the differences in terminology. The fact that it was impossible to apply the classifications developed by Mrs. Thomson for use with adults for tabulation of the problems of adolescents in a meaningful way seems to verify the assumption that the problems which adult women encounter are very different from those of adolescents.

These differences suggest that the adolescent girl should be introduced to the problems which adult women are facing today. (*See* Chapter VI.) They also suggest that counselors do need special training in order to establish effective counseling relationships with adult women and in order to understand their problems.

As Margaret Bennett says in *Guidance in Groups*, "having problems is simply a characteristic of living, which is a continuing process of becoming rather than a static state of being. It has been said aptly that living involves not so much a matter of adjustment to problems as the adjustment to having problems."[3]

Review of Tape-Recorded Interviews

As part of the required course work, the Participants had individual counseling sessions with adult women who had volunteered for this project (*see* Chapter III). These sessions were tape-recorded. Roberta Barnes, one of the Participants, reviewed approximately twenty-five tapes in part or in their entirety. The tapes reviewed included those of fourteen of the Participants. The following statements are verbatim reports of the counselees' expressions of their own problems.

Age

> 'What have you suggested, for example, that somebody who would go back [to school] would take? Maybe one course and make a 'trial balloon,' so to speak, to see that you really have it, that a person my age could really apply herself reasonably well and actually pass and get through it and get the credit?" (Age 46, B.A. in sociology, Phi Beta Kappa)

> "Now I realize I am in this older generation and I am old enough to be their mother and I seemed to fit in just fine when I went back to school to get my teaching credential. But I feel my age is a problem in that any extensive training would take so long that I'd be fifty-five, probably, before I got out of it."

Lack of Confidence

"Actually, the main thing with me is getting over the hump and actually going and talking to some people. There would be no question of just working to earn money, but I'd have to do something that I'd like. To get the nerve to go and present yourself is the problem."

"Well, that [opportunities for school or work] is what I was looking for in Dr.___'s class. I think I probably sound like most of the people there; maybe I'm speaking out of turn, but I think we were all uncertain. I think a good portion of us were about this awful age---not too old and not too young any longer, and without having been out in the outside world it makes you a little uneasy thinking about leaving the four walls where it's comfortable."

"I plan on taking one course to begin with because I feel that I haven't been to school for a long time and --- when I was eighteen I was told I was fine material --- I'm not so sure I am anymore. I really don't know! I think I have to take two courses and pass them before they will let me enroll because I'm over 21. I just feel that there's a big gap in my life because I haven't an education."

"I guess all I need is moral support. I think it would just about kill me to be laughed at for going back [to school]."

"That's what I've been thinking about, but now my son is starting college this year and there's no money to send mother back to school."

"If I can manage it [work and school both], because I think if I could earn my own money to go to school, it would be much better for me. Then if I didn't do well, I wouldn't feel as guilty. I wouldn't feel that I was taking it away from my family."

Problems Related to Role as Homemaker and/or Multiple Roles

"You can't be the ideal housewife and mother and wife and still do an honest-to-goodness job outside. I think you have to make a commitment one way or the other. This is terrible to face up to, but you can't be master of all."

"It's rather difficult, I think, to direct your thoughts sometimes. As I explained to you, I feel my first job is at home. Did you find this with other people, I mean, is this the general opinion of people in my age group? Do I --- am I the peculiar exception, or the rule, so to speak?" (Would like to do graduate work to prepare for interesting work)

"I'm thirty-four now and I feel that I have all these years ahead of me. I've done the refinishing furniture; I've repapered the house; I've done all this type of thing, and I know that in the next thirty-five years, if my life span is the normal life, this is not going to satisfy me. I'm just not cut out to be a housewife, period---I don't think. This is a real problem. I don't want to turn out to be bitter and a complainer."

"It doesn't work out economically to the benefit of your family or yourself to work part time or go to school and just take one or two courses. At this age you just never accomplish anything; you never get done; you're always running back and forth between all the things you're doing."

Need for Part-Time Opportunities

"I think I could be useful to somebody for five or six hours a day, but who? That's the question." (B.A., Phi Beta Kappa)

"It would be much easier to go to school part time, I guess, than it would be to work part time. Nobody wants a part-time worker. Every speaker who came to speak to our class told us that."

"I wanted to find something that I could go into that wouldn't necessarily be full-time. I don't really want to work from nine to six, especially when the kids are home on vacation."

Need for Information

"It's a matter of exploring the different fields of what might be interesting to do---finding something with more to it than going to work at nine in the morning and returning home and bringing in a paycheck---that's one goal you have, but I'd be interested in doing something between nine and five. If I had any idea of what I really wanted to do, I'd do it---so I'm really exploring. I thought in coming down here that maybe there would be more specific help on what there might be for a person in my spot. Now if I had a degree, I don't think I'd be exploring as much." (Widow)

Need for More Education or Training

"Whatever you want to do, you need a high school education to get the job."

"I've never worked. I don't have any idea about jobs."

"You see, no matter what I want, I have to have a college degree. I have to prepare myself, now."

Reactions to Testing Program

"We took some aptitude tests and I fell down completely. I apparently had some block with the test and I was so upset taking these, I wanted a better picture. It was definitely erratic and what I, what my talents are, none of them showed up in these tests. I was very, very discouraged."

"But in taking these tests, I think it's been helping me to see me now rather than ideally what I'd like to be, or what I thought I would have been twenty-five years ago, which is different in light of time and experience."

Volunteer Work

"It's just that it's a frustrating thing to be a volunteer because you have no level to hold to somehow. You must get the mothers pumped up to support the program, and it was partly frustrating because I really didn't have control---completely---of the situation. I couldn't; it was just all volunteer and the kids wanting to come. If you're paid, you can approach it [your job] more professionally and it's a different kind of a feeling---I really think it would be."

Miscellaneous

"I have been interested in college teaching, but there is no opportunity for me there [hometown] because they do not hire faculty wives."

"I think facing up to the fact that I may not be physically as capable of doing as much today as I thought I would be; I mean, I work hard physically at home, so maybe I wouldn't have quite as much to offer outside and something would have to give."

"I would like to make a contribution. As far as I am concerned, the contribution is more important, but it's necessary to help the children through college and that is important, too."

"Sometimes you just don't get a job to your liking when you first start off, but it would give me the experience, it would bring in the money, and it would get me out of the house."

Summary of Taped Interviews

As a result of listening to the tape-recorded interviews, the Participants drew the following conclusions which are thought to have implications for the counseling of adult women:

1. The Participants seemed to have little difficulty in establishing rapport with their counselees. There were indications, however, that the Participants were working under conditions of stress which were created by the use of the tape recorders and by working in an unfamiliar setting.

2. The adult women who participated in the Program as counselees expressed a variety of problems; however, the two problems which seemed to be basic to all others were lack of self-confidence and lack of information. Most of these women were already motivated to expand their activities to include meaningful tasks outside the home; therefore, their questions were "What to do?" and "How to do it?" They were seeking information about specific opportunities and reassurance that they could meet the challenge which such opportunities present.

3. Most of the women had already done a great deal of self-evaluating and thinking about their relationship with their families. Perhaps because they were this far along in their thinking about and planning for their future, they did not seem to respond very well to a strictly "client-centered" approach. Among other things, some of the women seemed a little frustrated when their ideas or attitudes were merely reflected back to them. There are at least three possible explanations for this reaction: (a) Women in this age group are not familiar with the counseling process and, therefore, may have the wrong expectations when they go to a counselor; (b) a different approach is needed for counselors who work with adult women; or, (c) these counselees represented a select group of adult women and were not representative of adult women in general. Experimentation with different techniques is important in counseling adult women.

The interviews which seemed to be most productive in terms of benefitting the counselee had some common elements. The counselors were able to convey warmth and acceptance in the way they spoke; their choice of words seemed unimportant. The counselors were able to focus their attention on what the counselee was actually saying and feeling, and to respond to the feelings which were being expressed; whereas, in the less productive interviews, the counselors seemed to be preoccupied with their own ideas of what the counselee should be thinking about, possible problem areas which should be explored, and the like.

In the more productive interviews the counselors were flexible in their use of counseling techniques and were able to adjust to the needs of the counselee. Most of the interviews started out on a fairly non-directive basis and then, if the counselor sensed that the counselee's need was for specific information rather than for an excursion into her inner motivations, she gave her the information or suggestions on where to go to get the information which was needed. In the less productive interviews the counselors seemed to have a set idea about the course which the interview should follow. This mental set seemed to have several detrimental results: (a) the counselor's attention was not focused on the ideas and feelings being expressed by the counselee and, therefore, she was not able to respond to them in a meaningful way; (3) the interview lacked coherence because the counselor interrupted the chain of thought by interjecting new subjects or by suggesting a problem area which had not yet been discussed; and, (4) feelings of inadequacy and negative attitudes were sometimes reinforced by the responses of counselors who were "determined to be non-directive" and who, unlike Dr. Carl Rogers,[4] concentrated on the technique rather than the counselee.

In summary, the more successful Participant-counselors found that they were able to increase their ability to communicate their sincere interest to the counselee. They were able to concentrate their attention on the counselee and respond to her statements and feelings in ways which were helpful and meaningful to her. In short, they were able to forget themselves and become totally involved in the counseling process by functioning as warm, responsive and interested people.

Need for Client Information

Prior to the counseling interview, the counselor must assemble as much data as is available about the client. When there is little, if any, personal information available on a particular client, the counselor must rely a great deal on her observation of the client's action in the interview, being alert to meaningful indications of personal background.

Personal data sheets are helpful in gleaning information concerning the client (see Table I, pages 146 & 147). They generally include such items as age, marital status and educational background. And for women about to enter the labor force knowledge of past work experience is essential.

It seems more difficult to apply the same philosophy to counseling adults that one applies in counseling with adolescents---that of "starting where the client is." All adolescents are at a somewhat similar stage of development and the problems associated with that period of life seem to have been identified. However, adult women may present problems typical of various stages of development, depending upon their backgrounds, education, work experience, and the like. This difference requires greater skill in the counselor.

Tests are a useful tool for the counselor who is gathering information about a client. They are used for the counseling of adult women (1) if they provide needed information; (2) when they help the client to make a decision; and, (3) when the adult norms provide a comparison with others that cannot otherwise be attained.

In a lecture called "Tools in the Counseling Process," Dr. Thelma Hunt, Professor of Psychology at The George Washington University, cautioned the Workshop Participants to remember that a counseling situation involves much more than the mere utilization of tests, particularly in the area of adult counseling, since "for the most part, satisfactory tests have not yet really been developed which provide reliable and useful adult norms." Dr. Hunt maintains that the counselors should keep in mind other factors such as the background and experiences of the individuals and their family responsibilities which cannot be evaluated by tests. She pointed out that most seriously needed at the present time is "an evaluation of the tests which we have as they might be utilized with adults." Further, Dr. Hunt said that counselors need help in developing facilities for integrating test results with other information concerning the client, that is, records, transcripts, and interview.

Psychological "tests," the common phrase used by the layman, the phrase with which all clients are familiar, is in reality a misleading and much abused phrase. Counselors would do better to use "psychological evaluation and assessment," and to point out that psychological "tests" are not absolute measures in the sense of physical measures, as weight and height. They are rather systematic procedures for comparing given individuals with other persons. They have no zero points as do physical measuring instruments such as thermometers and yardsticks, and no constant intervals such as degrees and inches. All that a psychological "test" can do is to compare one individual with another or with a group of similar individuals.

In selecting the good tests or scales of schedules the counselor must always inquire about three attributes: (1) What is the reliability of the test? Is it so stabilized that it is not subject to chance fluctuation? Will the subject earn the same score or rating each time he tries it? Can we depend on what he has earned as a truly constant measure of this particular trait? Reliability is usually quoted in terms of a coefficient of correlation, which indicates the constancy of the scores earned by individuals who have taken the test at repeated intervals.

(2) What is the validity of the test? Does it measure what it is supposed to measure? Is it truly a test of vocabulary size? Of Honesty? Of music appreciation? Some test builders have taken refuge in the statement that "intelligence is what intelligence tests measure." In the counseling situation, a test is valid if it does what we expect it to do, and usually we are asking it to make a prediction. If the College Entrance Test will predict for the Admissions Officer those students who will profit by the curriculum and graduate and those who will not, it is a valid test for that characteristic. If the music aptitude test shows that a child will enjoy and progress in his music lessons, it is a valid test. For counseling, a test is valid and useful if it helps the counselor to predict what the counselee will do in her real life situation.

(3) Are norms or standards for the tests available for comparison of the individual tested with others? With women as well as men? With mature as well as youthful individuals? For adult counselors, all too often norms are not available for her adult aged counselees, and great care is needed in interpreting the results both to the counselee and to her potential employer.

Major categories of tests and a word about those applicable for use with adults are:

Intelligence: The Wechsler Adult Intelligence Scale (WAIS) is an oral, individual test that has norms on adults. An oral test is especially good for adults who find that their reading skill has deteriorated.

General Ability: Both the Graduate Record Examination and the Miller Analogies Test are used to determine ability to carry graduate work in college. Their purpose is not for counseling. The General Aptitude Test Battery (GATB) is useful for counseling purposes.

Aptitude: All such tests provide for the assessing of one's potentialities for accomplishment or achievement in the future, as in some vocation.

Interest: Strong Vocational Interest Tests have norms for adult women and are especially good if the counselor needs to know whether the client's interests are similar to those of women who are successful in a particular vocation.

Personality: Most personality "tests" are either self-report questionnaires or projective techniques (based upon responding to unstructured stimuli, as inkblots). Personality tests are important for some adult counselees since adjustment problems sometimes come into the problem of working out educational and vocational goals. It should be emphasized, however, that personality testing and interpretation beyond initial screening by a questionnaire, should be done by specially trained psychologists.

Decision-Making Process

Dr. Virginia L. Senders, Associate Director of the New England Board of Higher Education, discussed the decision-making process with the Participants.* The points which she made include the following: The person who comes for counseling does so because he or she is going to make a decision, or a series of decisions. In seeking assistance, the client indicates that he intends to participate in the decision-making process, rather than to let decisions be made by default. A theoretical understanding of decision-making is therefore an important part of a counselor's training.

A logical model of the decision-making process has been developed and studied by statisticians, economists, and logicians in recent years. According to the model, alternative choices, or courses of action, are listed. Each alternative choice may lead to one of several outcomes. Some outcomes are more likely than others, and some are more desirable than others. Thus, given an alternative choice, one may, in theory, assign both probabilities and values to the various possible outcomes resulting from that choice. Knowing these, a selection among alternative courses of action is made according to a decision-making rule, or strategy. The chooser, for example, may decide to minimize risk, or to maximize possible gain, or to assure some minimum gain in the long run.

---

*Dr. Senders supplied a brief bibliography on adult decisions. See page 148.

In practice, few if any individual decisions are made by the conscious and systematic application of the theoretical model. Quantitative evaluation of probabilities is not ordinarily possible, nor is quantitative evaluation of values, and without these numbers the application of a formal strategic rule is impossible. Yet behind every actual decision are some assumptions, usually unverbalized, about what is likely to happen as a result, and how desirable the predicted outcome is. Shortcuts are inevitable and are usually desirable. But distortions, blind spots, misconceptions, and rigidities do not merely shorten the process of making decisions---they may, instead, seriously deflect it. The decision maker may, for example, be blind to certain alternative courses of action. He may grossly and consistently misestimate probabilities, as the adult woman often does when she expresses constant lack of confidence and fear of failure. He may have failed to examine his own values---to identify the rewards that are really important to *him* and the losses that really cause *him* pain. He may be rigid in his decision-making rule (even though he *is* unaware that he has a rule) where flexibility is needed. For example, he may maintain a rigid policy of playing safe, avoiding risks, even where this means that he thereby excludes the possibility of obtaining really important satisfactions.

The counselor will not try to teach the client the decision-making model, nor will he try to apply it to the client's decisions. But if the counselor is thoroughly familiar with the *logical* structure of the decision-making process, he can more readily detect flaws in the *psychological* structure of the client's choices. Such questions as, "What makes you so *sure* you couldn't carry two courses successfully?" "Why is it that you feel you must have a *paid* job?" and "I wonder if you can ever attain such-and-such a goal without being willing to take such-and-such a risk," probe, respectively, the validity of the client's probability system and of his value system, and the appropriateness of his strategy. "Have you considered a volunteer job?" or "What about a temporary separation from your husband?" may suggest alternatives to which the client has been unaware or blind. Test interpretation and occupational information are used to improve the client's probability or prediction system. The counselor thus uses his knowledge of the decision-making model as he does his theoretical knowledge of defense mechanisms---not didactically and not mechanically, but to sensitize himself to the ways in which his client can be helped to make wiser choices.

TABLE I

SAMPLE PERSONAL DATA SHEET

PERSONAL INFORMATION

Name____________________ Home Telephone No.__________
Address____________________
Year of Birth__________ Place of Birth (state, or country, if not U.S.)__________
Marital Status: Single____ Married____ Widow____ Divorced____ Separated______
Age at Marriage_____ No. of children______ Ages of children__________
Husband's Occupation__________ Employer__________
Education of Husband (Circle highest year)
H.S. 10 11 12 College 1 2 3 4 5 6 7 8 Highest degree__________

EDUCATION

Circle highest year: H.S. 10 11 12 College 1 2 3 4 5 6
List colleges you have attended and dates attended:

Name of College	Location	Dates Attended	Major	Semester Hours Earned

What degrees, if any, have you earned?__________ Year of degree(s)________
Are you interested in continuing your education? Yes_____ No______ Undecided________

WORK EXPERIENCE Indicate your employment experience below (use reverse side, if needed)

Name of Company or Agency	Location	Your Position	Dates Emp.	Full time Part time

How long ago were you employed on a full time basis?_____years. Part time?_____years.
Are you available for a part time job? Yes____ No____ Full time? Yes_____ No_____
What are your special skills and/or talents? Language_____ Typewriting_______
Shorthand______ Music________ Art_______ Other__________

COMMUNITY SERVICE OR VOLUNTEER EXPERIENCE:

Name of Organization	Location	Your Position	Dates	No. of Hrs. per we

(Signed) ____________________

(Date)____________________

SAMPLE OF EDUCATIONAL PERSONAL DATA SHEET

Name ______________________________ Home Phone __________

Address ______________________________

Year of Birth ________ Age at Marriage ________ No. of children ________ Ages ______

Occupation of Husband ________________ Type of Employer: Govt.(civilian) ____

Military Serv. ____

Business or Ind. ____

Self employed ____

Other(specify) ____

Education of Husband: (Circle highest year)

H.S. 10 11 12

College 1 2 3 4 5 6 7 8

Indicate colleges you have attended and dates attended below:

Name of College	Location	Dates Attended	Major Field	Total Semester Hrs. Earned

Check the type of services you would like from women's program:

- ____Counseling
- ____How to Study course
- ____Job Placement (Part time___)
  - full time___)
- ____Off campus classes -- day
- ____Off campus classes -- night
- ____Child care facilities
- ____Financial assistance
- ____Other (specify)______________

Are you interested in continuing your education? Yes____ No____ Undecided______

If you are interested in coninuing your education, what is your preference:

- _____complete unfinished bachelor's degree
- _____2 year associate degree program
- _____credit courses but not for a degree
- _____non credit courses
- _____Master's degree program
- ____Undecided
- ____Other (Specify)

Check courses you would like to take for credit:

- _____Economics
- _____English
- _____Languages
- _____History
- ____Politcal Science
- ____Literature
- ____Education
- ____Guidance
- ____Psychology
- ____Business
- ____Sociolcgy
- ____Biology
- ____Chemistry
- ____Mathematics
- ____Philosophy
- ____Other______

Indicate your employment experience: (Use reverse side if more space needed)

Name of Company or Agency	Location	Your Position	Dates emp.	or Part time full time

Indicate your volunteer or community experience: (use reverse side if more space required)

Name of organization	Location	Your Position	Dates	No. of hrs. per week

REFERENCES

1. Rogers, Carl R. On Becoming a Person. Boston: Houghton-Mifflin, 1961. Chapter VI, p. 108.

2. Tyler, Leona. The Work of the Counselor. New York: Appleton-Century-Crofts, Inc., 1961. Chapter I Research Summary, p. 20; discusses problems of adolescents.

3. Bennett, Margaret E. Guidance in Groups. New York: McGraw-Hill, 1955. Chapter III, p. 46.

4. Rogers, Carl. op. cit.

* * *

REFERENCES ON ADULT DECISIONS

Compiled by Virginia L. Senders

Bross, Irwin D. J. Design for Decision. New York: Macmillan, 1953.

Maslow, A. H. Motivation and Personality. New York: Harper, 1954.

__________. Religions, Values and Peak Experience. Columbus, Ohio: The Ohio State University Press, 1964.

__________. Self Actualization and Beyond. Speech presented at NEBHE-CSLEA Conference on the Training of Counselors of Adults: Chatham, Massachusetts: May, 1965; and discussions that followed. Unpublished.

__________. Toward a Psychology of Being. New York: Van Nostrand, 1962.

Schlaifer, Robert. Probability and Statistics for Business Decisions. New York: McGraw-Hill, 1959.

CHAPTER III

PRACTICUM - SUPERVISED PRACTICE

On the first day of course work, as an introduction to the area of supervised practice, six panelists who were representative of adult women whose goals and aspirations had been achieved through counseling in the continuing education program of The George Washington University discussed their experiences. Dr. Ruth Osborn, Staff Associate in the Continuing Education Program in the College of General Studies at the University, served as moderator. The reaction of the Participants was such as to confirm its value as a counselor-training device.

In her work, Dr. Osborn has tried to dispel the idea that intellectual pursuits by women are unnatural. She has developed a course wherein she has created a climate for adult women to grow and to express themselves and at the same time to probe with other women facing the same or similar problems. This course, "Developing New Horizons for Women," is a non-credit, fifteen session workshop designed to assist women in developing their potential by an analysis of themselves as individuals and as women, by exploring educational, occupational and community service opportunities, and by examining and solving problems encountered when entering or re-entering the educational and occupational worlds. Dr. Osborn has had remarkable success in drawing women back into serious academic endeavors and into careers.

The panelists represented different ages, different situations, different goals. These were "graduates" of the course and two were regular students at the University. One of the students had returned after twenty years to secure a second degree in psychology, the first having been in home economics. The degree in psychology is a step toward her long-range goal of counseling adult women. The other had just completed a year's full-time study as a recipient of a scholarship from the College Faculty Program of the AAUW. The sixth panelist was a professional volunteer.

For forty-five minutes these women discussed their personal interests and how they were working through problems, some of which had seemed insurmountable at one time in their past. They came before the class to tell their own stories of seeking and finding employment, of going back to school for graduate degree or completing a degree program, of transferring a volunteer activity into a paid job.

Following this panel, Dr. Osborn gave an overview of the "Developing New Horizons" course as general background information regarding the clients she had procured as subjects for interviews by the Participants of this course. From her class she had requested volunteers who felt the need for additional individual counseling, explaining fully to them the AAUW research project and the provision of supervised practice for Participants as a part of the required course work. The volunteers (each primarily middle-class, married women, ranging in age from 35-54) had completed data sheets which were given to the Participants along with GATB test information. Appointments had been scheduled for the first two days of the following week, and the volunteer-clients who came throughout the summer were from Dr. Osborn's course or were applicants for the course who were having their first meeting with a counselor. A few clients came to the program upon referral from the District of Columbia United States Employment Service and the Office of Economic Opportunity.

Mechanics of Tape Recording

Prior to the first counseling session, instruction was provided the Participants on the operation of tape recorders. There were four machines available at the AAUW for the twenty Participants (counselors). It is worthwhile to mention the asset of procuring recorders which are of the same speed and the same brand since, if the counselor is at ease with the recorder, it will greatly facilitate the counseling session.

The Counseling Relationship

The instructor explained that counselors of adults must recognize that many clients have had no first-hand knowledge of a counseling session. If the role of counselor and the expectations and involvement of the client can be clarified at the outset of the first session, it will be helpful to the client. Adult women are apt to be very talkative and "ready to spill," so to speak, at the first session. Therefore, it is imperative that the client realize that individual counseling is a professional relationship governed by the ethics of the profession, it is not just information-giving or a pleasant conversation. Rather, it is the process of assisting a person in face-to-face interview to analyze some problem of choice and/or adjustment and of working on a constructive solution to the problems.

The instructor also stressed that the confidence of the client be of first consideration and that each client participating in the project should be made fully aware of the intended purpose of taping the counseling sessions and that permission be granted for same. Even though Dr. Osborn had prepared the volunteers by telling them of the Adult Counselor Program, it was urged that each counselor review with her counselees the purpose of the program and of tape recording all sessions and that they be clearly made aware that the tapes would be used by the faculty and Participants in the program.

The Counseling Interview

Each Participant had from one to four clients, with whom she met from a minimum of one to a maximum of six weekly counseling hours during the eight-week program. Individual counseling rooms were arranged for each Participant and client.

The instructor made available to the counselor the Strong Vocational Interest test for any counselee who wished to take it following the first counseling session at the minimum cost of the test plus scoring. The Participants volunteered to give the tests. Practically all the clients took advantage of this offer and were told that the scores would be available at the following week's counseling session. This put both the counselor and the client at ease regarding the need of a next session.

The practicum experience was not "normal" for either the counselor or the client:

1. Neither was experienced with the tape recorder.
2. The scheduling of the interviews had been made by a "middle man."
3. The counselor was not in her own habitat; therefore, there was no secretary and/or reception room.
4. The counselors were new to the D.C. area and thus unfamiliar with educational and occupational information specific to the area.
5. The client, as a volunteer for a pilot program, assessed her role as a sort of helper; therefore, she came with an orientation or mind-set quite different from the usual client approaching a counseling session.

Listening as a Learning Device

However, the practicum served as a valuable training device. The instructor had attempted to prepare the Participants who had never before listened to themselves on tape that the first experience is often distressing since there is a tendency to be very critical of oneself. Here the counselor heard herself as her client hears her through the use of tape recordings. In listening to herself, she could discern the disparity between what she had hoped she was saying and what she actually said.

The practicum provided for good self-appraisal, for the supervisor's constructive evaluation and assistance and for opportunities to listen to other counselor tapes.

At least one, and sometimes as many as three tapes by each Participant-counselor, were listened to and criticized by the instructor. In addition, formal arrangements were made for each Participant to listen to and make critical evaluation of the tapes of two classmates. Student listeners were asked to pay special attention to "typical" problems and responses of this group of clients, as well as to the "style" or technique of the counselors. Where key (important, significant, typical, or exemplary) passages appeared on the tape, they were numbered for the convenience of future listeners. A committee, termed "coordinators," from the Participants then listened to the numbered passages of all the tapes, synthesized and summarized their findings and presented them to the class.

Before each weekly interview, each Participant-counselor checked on a personal evaluation sheet those areas which she particularly needed to examine (ability to summarize, reflect, empathize) and completed this check list on her progress and development at the end of the interview. These compilations of feelings about themselves and their development or improvement as counselors of adult women were reported weekly to the class.

Participants also made informal arrangements for listening to each other's tapes as they felt the need. All tapes were always available for listening. Two tape recorders were permanently placed in the living quarters (residence hall) for this purpose, in addition to the four at the AAUW building which were available during the day and up to 10:00 P.M. each day.

Listening to each other's tapes proved especially helpful. The experience of hearing other counselees express their problem increases the counselor's awareness of the multiplicity of problem areas. Actually hearing the women verbalize their problems makes the situation more alive than does the mere reading of the same passages. The various voice inflections accentuate the depth of feeling and the emotional involvement of the mature woman counselee.

One Participant, Virginia Bullard, summarized it thus: "The tape listenings not only provided insight into other counselor approaches, good and/or bad, but of equal importance, enabled the counselors to know more about adult women in general than would have been possible with only one or two clients." Since in counseling one expects exceptions and individual differences, it was the similarities among the many women counselees which was so striking. The group tended to talk easily, and many of them did indeed experience what Betty Friedan calls "the problem without a name," a kind of dis-ease, a label-less emptiness which it is hoped a counselor can aid. It was agreed that these techniques would be useful with clients whatever their background or experiences.

Review of Counseling Techniques

In the counseling relationship, as it was tested from the supervised experience, it was learned that often a counselor has limited information on the client; thus the counselor should be prepared to work from what she learns and observes about the client.

The supervised experience provided a good review of some counseling techniques such as:

1. Converse with a purpose.
2. Don't be in a hurry.
3. Avoid asking questions which can be answered "yes" or "no."
4. Don't put words in a client's mouth.
5. Be selective when you talk.
6. Close on time---quickly and firmly.
7. Listen carefully, closely, patiently.
8. Don't complete the client's sentence.
9. Keep the client on the subject and begin gently to get the client to interpret her problem.
10. Don't sugarcoat bad news.
11. Be selective when you give information and when you approve of what the client is saying; don't be overindulgent.

One of the Participants, Sadie Higgins, an experienced college counselor, in evaluating her technique after the fourth counseling session, said that she felt that she "experienced and reflected attitudes and feelings sufficiently to let the client express herself and improve her thinking about her future. It seemed to me that marked improvement over my first tape was evident." Reflection meant selecting and giving back from the client's statement that part which reflected her feelings rather than merely transmitting back the fact.

In listening to tapes for the purpose of improving their counseling techniques, the Participants recommended that three areas should be particularly noted: Does the counselor focus on the client or does she dominate the client? Does the counselor talk about her own personal experiences? Does the counselor simply talk too much? Following are the recommendations from a panel presentation by those "coordinators" (Roberta Barnes, Wandalyn Hiitunen, Marjorie Rust, Jane Spanel) who arranged for the critiques of the Participant-counselors:

1. It should be emphasized that all evaluations should be objective and that the venting of personality differences should be avoided.

2. Each Participant's tape should be assigned for review. This will assure that coordinators have the maximum number of critiques and permit all tapes to be evaluated, thus providing for a complete picture of the problems, motivations, and goals of the adult woman (counselee, client).

3. A maximum of six tapes should be assigned to each coordinator and a central location should be designated where they may be picked up and returned.

4. Remarks pertaining to the evaluation of tapes should be identified by the counters on the machine.

5. Participants' listening times for critique should be in accord with the actual counseling session, i.e., those sessions taped on Monday should be scheduled for hearing on Monday evening, etc. Moreover, every tape should be made as easily accessible to all as possible.

The panel presentation proved most successful and is recommended in lieu of individual presentations as being the more effective method of informing the group of the findings from the tapes. It is suggested that the coordinators use a fresh tape to record excerpts from the recordings to be evaluated. This eliminates the need to fumble through stacks of tapes and aids in a more organized presentation.

Summary

The Participants felt that the practicum, supervised practice of individual counseling, was a most important aspect of this course as it provided for sound, fundamental learning experiences. In final evaluation they felt that one's improvement in the use of counseling techniques comes slowly; more people checked the "occasional summaries" than any other single technique regarding overall improvement in these sessions, which as one Participant put it "indicates that a relatively mechanical procedure is easier and more quickly learned than one which involves feeling."

This practicum was a valuable training device included in the techniques course. However, it is recommended in future training programs that practicum be offered as a separate course since it involves the Participants' total experience in the three course areas. It requires much time and is of sufficient importance to stand by itself. A library, equipped with as many tapes as possible of experienced counselors in actual counseling sessions with adult women, should be made available to aid the preparing-counselor in recognizing the varieties of techniques and problems handled by the professional. While consent of the parties is essential to this procedure, our experience indicated that participants were interested in making this type of contribution to a training program.

CHAPTER IV

GROUP METHODS

The basic and most important unit in our culture is the individual. Nevertheless, it is the group which we find being emphasized in today's society---in governmental programs, religious movements, and mass communications media. In educational areas, the use of the group approach has broadened extensively as a result of the necessity for methods of dealing with the increasing numbers of persons seeking further educational experiences. At this juncture in the growth of counseling programs for the adult woman, the utilization of group approaches saves time whenever there are more clients than the counselors can effectively work with on an individual basis. More important than the demand of sheer numbers, however, is the desirability of group approaches. The exchange of ideas stimulates thinking and understanding with both peers and professional authority; it affords opportunities for the development of the individual's self-expression in intra-personal give-and-take, and it provides valuable social experiences.[1]

There are, however, limitations in the use of group approach methods insofar as they do not generally uncover the real problem or the specific problem. It must be remembered that the group approach is an adjunct to individual counseling; it is not an effective substitute for individual counseling.

The use of group procedure as techniques in the counseling of adult women was carefully woven into the structure and pattern of the course. From the very beginning and before the methods were studied as counseling techniques, the Participants worked in groups on a variety of assignments and projects. From fairly simple assignments, such as a committee reporting on observation experiences, the class used progressively more complex group methods as means for learning the insights needed in counseling. The essential structure of the course made the group process a learning experience while it concurrently demonstrated its use in the counseling procedure. A basic purpose of the course was to learn, in addition to individual counseling, the use of different group approaches to counseling with adult women.

The structure of the group approach may be formal or informal; a democratic procedure seems far more preferable and effective than is an authoritarian one since it allows more fully for the development of the leadership which is necessary for group survival and productivity. This leadership may be assumed by a group member or conferred by the group on a member. In any case, while the methods of leadership may vary, the primary function of the leader is to move the group toward its goal by guiding the situation so that all may participate.

Audio-Visual Aids, Case Study, Group Conference, Group Discussion, Lecture, Group Counseling, Panel Discussion, and Role-Playing are the group methods which the Participants tested and recommended as those most applicable for counseling with adult women.

Audio-Visual Aids

Audio-Visual Aids are instruments of sight and sound used for the purpose of helping persons with their problems of choice and/or adjustment.

In this course, the tape recorder was an important device used to evaluate counseling sessions. A record on "Listening" was used to good advantage and the film on "The Minnesota Plan for Continuing Education" was shown. *

Case Study

Case Study is a meeting of two or more people in which the individuals seek solutions to actual problems and through this experience they learn to approach their own problems more effectively.

The purposes of the case study method are:

1. To learn how to empathize with people; to develop insights and attitudes by considering such questions as: What kinds of persons do I tend to empathize with more readily? less readily? Why? Do I have blind spots?

2. To explore issues in professional situations and thereby better understand interpersonal relationship.

In case study discussions issues arise from differences of opinion or controversy about specific situations which can be resolved only with reference to philosophy, purposes or procedures.

---

*See *Infra*.

The work in this area makes use of "open-end" situational case studies of adult women and their interpersonal relationships. Several cases are discussed and analyzed to develop skill in understanding the perspectives with which the "characters" view each situation. Additionally, the case study method affords another kind of learning experience since it exposes the participants to the group process as well as to a meaningful discussion of the case.

The case study method differs from more orthodox classroom procedures in three ways. (1) The students do the talking; the leader merely guides the discussion, sometimes asking a question but rarely giving an opinion of her own. (2) Its purpose is to solve a problem through the group process, not to learn facts. The case, therefore, must be carefully constructed, furnishing enough facts to stimulate a wide range of discussion but not enough to suggest an obvious solution upon which the group can easily agree. The students usually know as much as one of the characters in the case knows, but they must supply the rest out of their own background experiences. (3) There is no approved solution, although it is desirable, but not necessary, that the students agree on the resolutions of the problems.

The case study method is recommended if the group goal is problem solving, not learning facts. It is especially useful for training in human relations but is beneficial only to the extent that the group members participate. It works best on intelligent, experienced, mature students.

Specifically the case study approach aids in the development of counseling skills in the following areas: An increase in the ability to talk convincingly without specific preparation since, as discussion flows, the participants draw on-the-spot associations and conclusions; an increased ability and willingness to listen; an ability to build on what has previously been said; specific experience in group problem-solving; an increased flexibility of mind which enables the individual to see other points of view and increased ability to work as a member of a team; the grace to admit mistakes and to view them as learning experiences.

The participants in a case study can achieve the maximum fruits of learning for counseling if they conduct themselves in a manner most receptive to deriving the benefits of participation. They must be independent of the leader rather than dependent on her. The case must be studied in advance, and the facts must be thoroughly known. One may have a general solution in mind, but not an absolute solution, for while it is important that the participant feel competent, she should not lose sight of the competency of the others and the probable wisdom of a solution which takes into account the collective experiences of all. Informality creates a tone which encourages the participants to enter easily into discussion. All should talk---one loses face only by silence---and originality of approach should be encouraged. Disagreement is healthy and stimulating if it tends toward agreement.

The leader of a case study needs to keep the following in mind:

1. The more talking the leader does, the more discussion and creativity will be stifled.
2. Moralizing is never a good technique.
3. Momentary silences are healthy; the group members have time to collect their thoughts and to mentally summarize the preceding points of discussion.
4. Pass questions to other students.
5. Aid the shy participant by asking her questions and recognizing her when she contributes.
6. Avoid pointless chatter, but also avoid "bossing."
7. To get back to the main point, ask leading questions.
8. Develop a blindness to the person who tends to dominate the discussion.
9. The question of how structured---use of outline on a blackboard, recorders---a case study can be solved if the leader uses the setting in which she is most comfortable.

Each Participant was required to write a case study (an outline was given as a guide; see Table II, pages 162-164), and subsequently to lead a case study. All the cases were mimeographed and a full set was distributed to each student. (See Appendix VIII).

These cases were divided among three groups of six or seven for study. Leadership for each case study rotated among the members of the groups. Following each case study, the leader reported the consensus of her group on whether the exploration of the case allowed the Participants to empathize and to explore interpersonal relationships. As students improved in their competence to use the procedure, they also gained insights which carried over to other cases and other situations. By writing and studying their own and each other's cases and having the group's individual and collective criticism, each student learned how to construct a better case that would be useful for teaching in other settings such as in-service training groups. Having had experience in case study in both large and small groups, they were also able to see the advantages and disadvantages of each.

The benefits of the case study method are manifold, but certainly a valuable aspect of its use is that it is learning by doing. As one Participant in the Workshop said, "After seven weeks some of those, who were eager beavers at first and volunteered personal experience, have become more selective in group discussion of the case study while some of the more timid members of the class have gained self-confidence to project their ideas and reactions."

Group Conference and Group Discussion

Group Conference is a meeting of two or more people in which the individuals seek information for their own guidance on a given subject from an authority on the topic. Group Discussion is an exchange of ideas among two or more people on a given subject intended to stimulate the participants to think creatively for the purpose of formulating individual and/or group conclusions. Both of these methods were basic to the design of the course. Group discussion was used particularly in the continuing process of evaluation. Groups of Participants, using information from lectures and class discussion on the goals they had hoped to achieve and the criteria to use as guidelines, met and formulated progress reports.

The group conference was the fundamental course format. Each Participant in the program was a member of the on-going group which was learning counseling techniques with the instructor present and available as the authority. "The accepting and permissive atmosphere of the classroom was a continuing demonstration of a setting which gave the Participants in the program an opportunity to know each other better, to learn from each other and from the instructor," wrote one Participant.

Lecture

Lecture is a prepared discourse on a given subject for the purpose of disseminating information or ideas which at the same time contribute to the individual's adjustment.

Only occasionally, when it was useful to transmit to the class a factual or theoretical body of information, was the formal lecture used. In a techniques course, the other group methods are used to a greater advantage since they afford active involvment on the part of the class.

Group Counseling

Group Counseling is discussion among two or more people under professional leadership directed toward increasing maturity and adjustment of the individual participants.

A panel discussion centered around the several variations of group counseling as they are used in many centers of continuing education for women throughout the country. The Participants, (Sarah Borneman, Catherine Cutler, Lura Herzog, Jane Spanel) used material collected from a variety of types of colleges on their programs of continuing education.

The categories reviewed were: (1) the human relations type of seminar; (2) the more structured course which has as its objective the discussion of problems involved in returning to education or work; (3) the one-day forum type program; and, (4) the group therapy type sessions.

The panel agreed that the criteria for successful group counseling sessions were their effectiveness in: (1) imparting information; (2) providing support and reassurance; and, (3) giving an opportunity for personal contact.

Dr. Eva M. Johnson, Associate Professor of Psychology, The George Washington University, summarized for this group her four two-hour lectures on "How to Study" given through the Continuing Education Program of that University. (See Table III, pages 165-167). Dr. Johnson also supplied the Participants with a brief bibliography on the art of studying. (See page 170).

Role Playing

Role Playing is dramatization of spontaneous reactions to a problem common to a group for the purpose of enabling the individual participants to experience empathy. This technique is another valuable approach for working with adults. Students submitted, based on their own experiences, a brief description of a counselee's specific problem for role playing. In two's, each student then had an opportunity to play the role of a counselee and counselor. (See Table IV, pages 168-169). Empathy was developed and increased as self-consciousness decreased.

It was obvious that as the group developed more understanding and expertise, their role playing sessions perceptibly improved. When the role player's empathy with the role was genuine and serious, the value of watching the roles develop and the interaction taking place between counselor and client was most effectively demonstrated.

Role playing is a technique for increasing one's ability to empathize; moreover, it is a valuable procedure to use in group counseling sessions and in-service training sessions for other staff members in a counseling center. In order to be effective, role playing must be spontaneous. It cannot be effective if it is considered entertainment and approached lightly by the participants or the audience.

Panel Discussion

Panel Discussion is a program by means of which chosen leaders discuss among themselves a given topic for the purpose of raising and clarifying issues for the benefit of the individuals in the group.

Groups of four individuals volunteered early in the course to serve on one of five panels which were scheduled at weekly intervals to discuss a subject of special interest to the class. While the information imparted was important, the panel discussion method was used in order that each Participant might have a first-hand opportunity to evaluate the benefits derived from the interaction of the individuals discussing a subject as contrasted to individuals reporting on areas of that subject.

TABLE II

Outline for Preparing "Situational" Case

Write a "situational" case to be used in class study. The case should demonstrate some of the complex relationships that adult women (35-54) have in their multiple roles and it should show the importance of these interpersonal relationships. Identification, name, age, and geographic location should be given.

The following outline suggests various categories:

I. Marital Spectrum.
   A. Single, with or without responsibilities for parents or others.
   B. Married - childless.
   C. Married - family grown up and away from home.
   D. Married - family.
      1. Children under and over 12.
      2. Children 12 or over.
      3. Children 11 or under.
      4. Any children under 18.
   E. Divorced.
      1. Childless.
      2. With children.
   F. Widowed.
      1. Childless.
      2. With children.
   G. Separated.

II. Education Spectrum.
   A. Complete high school work.
   B. Continue college for A.B. degree.
   C. Continue education for a master's or doctor's degree.
   D. Continue college but not necessarily interested in getting a degree.
   E. Continue college for special courses, needed to update or new kinds of skills required.
   F. Continue professional, business school or other non-college training such as nursing, beauty culture and secretarial work.

G. Continue education in belief that education can help her solve problem(s) (but doesn't know what kind of education will help or where to find it).
H. Continue education to explore new areas of knowledge and experience.
I. Continue college for courses to prepare for shift in career patterns in middle life.
J. (Perhaps college or university training is not needed and some more appropriate agency may be suggested.)

III. Work Spectrum.
A. Women displaced by automation or other technological changes, making skills obsolescent or those women displaced by organizational or other changes and experience difficulty in obtaining employment.
B. Women considering the possibility of second career, i.e.,retired military personnel, air stewardesses.
C. Women who had never been employed and are going into the labor market for the first time.
D. Women who wish to pick up on a previous career and reenter the labor force after a lapse of ten or fifteen years; women with prior employment experience but reentering labor market after long absence who want to change type of employment.
E. Women who have had good experience in volunteer work, who wish to use this as a basis for paid employment.
F. Women required to make vocational changes, i.e., those who have become physically handicapped, and thus are forced to change employment.
G. Women seeking or needing to shift career patterns in middle or later life.
H. Women seeking full-time vs. part-time employment.
I. Women who have an emergency need to work (financial need primarily) vs. non-emergency motivation.

IV. Relationship with Community.
A. Has the adult woman played in the orchestra, sung in chorus, been a "Sunday painter," Girl Scout troop leader, volunteer worker, etc.?
B. Will she continue in her urban, suburban, or small town setting?
C. Community resources.

V. Values, Goals, and Professional Interests.
A. Self-enrichment and improvement.
B. Personal and professional growth.
C. Civic competence.
D. Enjoyment of learning.
E. Training for a degree, etc. (See education spectrum).
F. Preparation for work. (See work spectrum).

VI. Problems.
    A. Lack of confidence.
    B. Scheduling of time to cover multiple duties and responsibilities.
    C. Physical exhaustion and tension.
    D. Curtailed social activities.
    E. Conflict in sense of values.
    F. Health.

VII. Husband's Situation.
    A. Economic.
    B. Career.
    C. Attitudes.

VIII. Geographic Location.

TABLE III*

Outline of Group Counseling Methods: Short Course on "How to Study"

Introduction: A short course designed primarily to help mature students returning to college after an absence of several years to study more efficiently and successfully.

Lecture I - Setting Goals (think in terms of continuing to be an educated person)

A. How does one establish realistic goals?
B. What kind of goals does one attempt to establish in life?
C. How does one achieve goals (ask why study first, not how to study)?
D. Why does one want to study? What are the goals? What is the plan? What are some of the things one wishes to do with her life?
E. What is your plan? (suggestions) - class explore these.
   1. Becoming better fitted for a particular vocation through training.
   2. Continuing one's intellectual alertness to increase one's ability to see interrelationships.
   3. Building wider and deeper interests while sustaining interests.
   4. Developing an increasing appreciation for the arts.
   5. Developing a deeper understanding of other people, other cultures.
   6. Gaining an appreciation of individual differences.
   7. Developing new skill in thinking.
   8. Sharpening the ability to see differences, to make distinctions.
   9. Assuming greater responsibilities for your own life. Once counselors assume responsibility for their own lives they then can help others resolve some of their problems.

---

*Prepared by Eva M. Johnson

Lecture II - Establishing Good Conditions for Study

A. To achieve attention in thinking and reasoning, in problem solving and in creativity, find one place to study with the following conditions:
   1. No distractions (do not have a favorite picture before you or sit before T.V.).
   2. Reasonably quiet - it is not necessary to have absolute quiet for concentration.
   3. Tools for study at hand, e.g., dictionary.
   4. Not too much comfort since a certain amount of muscular tension is conducive to concentration.

Lecture III - Developing Ability to Concentrate

A. Concentration means the elimination of distractions that interfere with accomplishing the deed. Personal problems are interferers of concentration.
B. Analysis of interference (bad habit) with concentration where achievement and accomplishment are reduced.
   1. Daydreaming.
   2. Motor activity - doing physical things that bring immediate satisfaction such as eating, getting a coke, making a telephone call.
C. Utilization of habits to one's advantage. Reschedule activity; set up a sequence of sub-goals; do the work; attain the sub-goal; then reward yourself with motor activity (eating, etc.).

It is a misconception to think one cannot teach "an old dog new tricks." One is never too old to study. It may be necessary to change the behavior of the individual, that is, from blaming a lack of accomplishment on everything outside of self to getting the person to be responsible for trying to do with her own efforts. If an individual must reschedule her life, she should give up some of the social and pleasurable things and move into the direction of good study habits, that is, utilizing the principle of study, then obtain incentives or rewards. Do not engage in them concurrently.

Lecture IV - Utilizing Personality Characteristics in Productive Ways

A. Strengths.
   1. Work toward your level of aspiration, toward realistic goals.
   2. Work energetically.
   3. Utilize time meaningfully.
   4. Be enthusiastic even though the assignment may not have much appeal.
   5. Respect yourself as an individual.
   6. Be responsible for yourself.
   7. Solve your daily problems (or get help).

B. Weaknesses.
   1. Hostility (found in people who do not accomplish).
   2. Irresponsibility (good intentions, but low achievement level).
   3. Energy used for other purposes.
   4. Inability to resolve personal problems.
   5. Afraid to try (afraid of failure).

TABLE IV

Information for Role Playing

(1) Employment

Mrs. Gonzales, age 35, with six children ranging in age from 8 to 16 has been deserted by her husband. Her social worker has suggested that she might seek employment to improve the family situation. Mrs. Gonzales does not agree with this view but has gone to the State Employment Office to talk with the counselor.

(2) Sudden Death

Mrs. Carpenter's husband died suddenly at the age of 47 (she is 44). He was not covered by Social Security and his estate is not large enough for her to maintain her present standard of living and put two children through college (son, age 16, senior in HS; daughter, age 19, junior at college). She has a B.A., liberal arts education, and was a layout girl in an advertising agency for two years prior to her marriage. She has had no work experience outside the home since then.

(3) Volunteer

Mrs. Jones is just recently widowed at the age of 52. She has been left financially secure, but finds that the once-a-week volunteer work does not fill the gap for a full life, and yet does not want to extend this work, i.e., giving more time for the same work.

(4) Unrealistic - Job - Lack of Understanding of Self

Mrs. Cannon, age 43, minored in math in undergraduate school while obtaining both a B.S. and M.A. in economics. She was a Research Economist until she became pregnant with her first child. Now her last child is 14, and she is beginning to feel the need for some focus or sense of direction in her life. She need not work for money, but would not work for a low (beginner's) salary.

She has considered Computer Programming and took one graduate course in Computer Applications this summer. She thinks this kind of work---if she were properly prepared, did not have to compete with young girls, and could get something part-time---might satisfy her because of its impersonal nature. On the other hand, in spite of her feelings of inadequacy and frustration with some recent volunteer work with handicapped children, she glows when she speaks of one or two "breakthroughs" that she had with them.

(5) Financial Problem

Mrs. Stonemeyer's husband is no longer able to work because of an injury to his back. They have four children whose ages range from 10-18. She completed the tenth grade in high school and then married. At age 36 she is seeking counseling because she wants to prepare to teach or prepare for work of some kind so that she can help to support the family. How will the counselor proceed?

(6) Employment Counselor

Mrs. D. is 35 and has been divorced about three months after two separations and two reconciliations. Has never worked and now has three boys to support on a slim alimony. "Cannot believe" the divorce is true, but is trying very hard to adjust.

REFERENCES

1. Kirkbride, Virginia. Group Approaches to Student Personnel Services in Higher Education. Unpublished doctoral dissertation, George Washington University: Washington, D. C., 1959.

* * *

REFERENCES ON THE ART OF STUDYING

Compiled by Eva M. Johnson

Braun, John R. (ed.). Contemporary Research in Learning. Princeton, New Jersey: Van Nostrand.

Dimnet, Ernest. The Art of Thinking. Greenwich, Connecticut: Fawcett Publications, Inc.

Grose & Birney. Transfer of Learning. Princeton, New Jersey: Van Nostrand.

Kornhauser, Arthur W. How to Study. Chicago, Illinois: The University of Chicago Press.

Mace, C. A. The Psychology of Study. Baltimore, Maryland: Penguin Books, Inc.

Morgan, Clifford T. and James Deese. How to Study. New York: McGraw-Hill.

Thomson, Robert. The Psychology of Thinking. Baltimore, Maryland: Penguin Books, Inc.

Tussing, Lyle. Study and Succeed. New York: Wiley & Sons, Inc.

Voeks, Virginia. On Becoming an Educated Person. Philadelphia, Pennsylvania: Saunders Co.

CHAPTER V

SUPPLEMENTARY AREAS

The specific areas necessary to counselor training heretofore described were supplemented in some additional areas. One such area was the role of professional organization of adult educators. This was discussed by Dr. Olive McKay, Staff Associate, The Continuing Education Program, College of General Studies, The George Washington University. Dr. McKay emphasized the growing demand for adult education "for people who want to explore new fields without any thought of getting any remuneration, without having to worry about grades, theses or dissertations, but could just study for the joy of it."

In recent years the interest of women in adult education has grown substantially. Along with this increased interest on the part of women there has been a greater awareness of their related needs. To quote Dr. McKay, "Adult women need special programs---they need special facilitation, they need opportunities to study nearer their homes, they need nurseries for their children, they need counseling because they have special problems, and theirs are a special kind." According to Dr. McKay, adult educators predicate much of their work on the principle that human behavior can be changed, and counselors are needed to help implement this philosophy. Although there has been a recognition among adult educators of the importance of counseling services, these services have not been generally available, largely due to lack of funds. However, more funds are now being made available for this purpose and counselors are being added as welcome members of the adult education teams.

The professional organizations of adult educators will continue to be responsible for establishing criteria and for providing the research, evaluation, and programs, as well as the continuity that is so necessary. The manner in which this group does this will, in a large measure, determine the contribution which counseling can make to the overall adult education program.

A second supplemental area was that of research, evaluation and follow-up which are essential to an increasingly effective counseling program. Research provides answers to questions which in turn can give more intelligent direction to the uses and needs of the programs. Evaluation is necessary to determine what is good, what should be continued. The entire project was focused on these objectives. Follow-up studies provide additional and more practical means of evaluating a program and would be helpful in finally measuring the effects of this program.

Another area in which the Participants expressed interest was college preparation in terms of the long look for women students. The program now underway at The George Washington University was described by Miss Lianna Larabee, Assistant Dean of Women. Designated as "Life-Line," the program attempts to consider with the undergraduate woman the import of her womanhood during her college, married and/or career years in today's society. Lectures, group discussion, and summer reading suggestions have served as the vehicles to implement the program.

Another area of interest which was explored and reported on by one group of Participants (Wandalyn Hiltunen, Lorena Matson, Helen Prociuk, Jane Spanel) was how to prepare an adult woman for placement on a job. This group made several reference books available that described how to prepare for a job interview, how to prepare the resume and the like. Then they issued their report in the form of a "Dear Susan" from "Ann" letter (written by Mrs. Prociuk) which follows:

Dear Susan,

Congratulations on your graduation! I was delighted to hear that you were able to complete your academic program after waiting so many years before you were able to return to school. I am sharing your happiness.

Now, you are asking me for the best way to prepare for a job interview, what to avoid, what to say, how to dress so that you may make the very best impression on your prospective employer. I shall not answer this question, because it has been answered for me by many experts in this field; it has been widely publicized and you will find books and pamphlets in libraries, State Employment Offices, commercial employment agencies, or College Placement Offices wherever you choose to go.

Instead, I would like to summarize very briefly the employer's philosophy underlying selection and hiring practices.

You see, the majority of our business is operated for profit. The non-profit organizations must justify their existence by being efficient and by serving "the cause" they have been created for. They all have to produce and make money by using a combination of human resources, managerial skills, capital, and land. As you may see you are one of these productive resources, and, if hired, you will play an important role in your employer's overall success. You will have to use your experience, skills, and all (and I repeat all) knowledge you possess. You will become a part of his organization, therefore, your personality must fit into the personality of the organization (yes, organizations do have their "Personalities"). You, too, will have to fit in with him, with your supervisor, and with co-workers you will meet on the job. Make him understand that you are willing now to cooperate and accept your responsibilities as a full-time employee (that is no more Wednesday matinees or Monday sales!) and that you are willing to work and wait for your success.

Only a very few employers are exceedingly demanding and unreasonable. Once you meet their basic requirements you're hired!

Professor Richard P. Calhoon in his book, Influencing Employee Behavior, states:

> Your (employer's) first job is to find employees who can find satisfaction both in their relations with you and in their jobs. Unless an applicant has needs which your job will answer satisfactorily, then you have no business spending time on that particular person, and he has no business working for you. You should search for employees who can fit in with your group, with your work, and with you.... Your search is for material that can be somewhat re-shaped---not re-made.

What more can be said? If you read this statement carefully, you will find an answer to your question. The fact that you went back to school, that you were able to complete your education satisfactorily, and also the fact that over a period of X years you were able to "hold" successfully one of the most difficult jobs in the world, that of a homemaker, should be sufficient proof that you are an efficient and adaptable woman.

Our society is changing constantly. Business is no longer unduly reluctant to hire a not-so-young worker provided that he is a mature person. This very last remark goes for you as well as for your daughter who very soon, I understand, will also be graduating and looking for a job.

Good luck to you.

Love,

Ann

The final area considered was legislation affecting counselors. Miss Martha L. Ware, Assistant Director of Research at the National Education Association and an author of Law of Guidance and Counseling, lectured to the group on this subject. (See pages 175-186.) She discussed confidentiality of records, defamation of character and reviewed statuatory provisions, judicial procedures, and court decisions which may involve counselors either directly or indirectly.

In her conclusion Miss Ware tells counselors that "you have little to fear from the law if you perform in a professional and ethical manner. And, by professional and ethical, I do not mean angelic nor perfect. The standards expected of a professional, legal or otherwise, are higher than those set for others. They should be. But if you perform reasonably, and without malice, in your efforts to meet your professional standards, I believe you will find the law and the courts your friends, not your adversaries."

On the whole, the instructor feels that the purposes of the course were achieved through testing with the Participants the techniques most applicable for use with adult women in both individual and group settings. The inclusion of the enrichment areas as described in this chapter added breadth and greater understanding to the basic counseling concepts.

LEGAL ASPECTS OF COUNSELING*

The time element imposed the limitation of materials for this presentation to those items of particular interest and applicability to workers in guidance and counseling. Confidentiality and student records seemed of greatest significance, as well as the problems involved when counselors must appear in court. Much of what I will say is included in the chapters of the recently published book for which I have served as Editor, Law of Guidance and Counseling, Cincinnati, Ohio: The W. H. Anderson Company, 1964, volume 4 of a series sponsored by The National Organization on Legal Problems of Education.

Background

From a legal standpoint, there are two sides to the confidentiality coin and both must be examined. First, there is the question of releasing information about students. What information about students must be released, to whom, and what for? Second, there is the question of liability of the counselor for releasing certain information about students. I will discuss both of these questions.

Generally, the attitude of most courts toward professional school employees who come before them is reasonable. I mention this because I do not believe you should fear either the law or the courts which interpret the law.

However, you should be aware of the legal implications of counseling which may cause you to become a defendant in a law suit. You should also be aware that, if sued, there are certain defenses available to you which may help you to win the case. After all, a law suit may be filed, even though the plaintiff has little chance of winning.

---

*Speech presented by Miss Martha L. Ware.

Student Records

The controversy in public education over the release of student records is often as violent as the one raging over educational "frills." To whom should student records be released, to whom must they be released, and what parts of them should be released?

One can hardly pick up an educational journal without finding an article on the pros and cons of releasing student personnel records to parents or to others. There are educational answers, as well as legal answers, to these questions, but I will leave the former to you.

However, I would like to mention two non-legal statements on the subject, for they are of considerable interest. The first was issued by the American Personnel and Guidance Association on June 1, 1961, on the use of student records. The APGA said in this statement, among other things, that parents have rights and responsibilities to learn and know of their children's status in educational institutions and have quite different roles than third parties. This of course is an important point---this difference between parents and third parties---and it will come up several times in my remarks.

The APGA made another important point regarding the content of the records. That was that educational institutions are responsible for insuring that the content and manner of records gathered are limited to those materials that contribute to its efforts to educate the students. Records should differentiate between those entries which are observation and those which are inferential in nature.

The American Personnel and Guidance Association is a logical agency to issue policy statements on this subject. However, other groups are extremely interested in this problem. For example, the Academic Freedom Committee of the American Civil Liberties Union has adopted a statement entitled "Teacher Disclosure of Information about Students to Prospective Employers." The ACLU believes the teacher-student relation is a "privileged" one, that the student does not normally expect that his utterances in the classroom, or his discussions with teachers, or his written views will be reported outside the college or school community. It is somewhat similar, the ACLU believes, to the relationship of doctor and patient or lawyer and client. The ACLU point of view is more one of ethics than of law. Its conclusion is that teachers' comments to prospective employers should relate to what the student has demonstrated as a student---for example, the ability to write in a certain way, to solve problems of a certain kind, to reason consistently, to direct personnel or projects---since this poses no threat to educational privacy. But it says that questions relating to the student's loyalty and patriotism, his political or religious, or moral, or social beliefs and attitudes, his general outlook, his private life may well jeopardize the teacher-student relation.

The Union stresses this danger even though it recognizes that there may be much important information which a teacher has acquired about a student and that teachers are often the best possible judges of a student's development during the years immediately preceding employment and even though a student may request that this information be released.

Note the different emphasis of the statements. The APGA statement concerns the release of records to parents, primarily. ACLU is concerned more with the opinions of teachers about students given to third parties. We are fast becoming a nation of cumulative records and record keepers and the ACLU seems to be worried about the destruction of the teacher-student relationship if everything about the student is written down or released to anyone who says he wants the information.

The Law

Do we find much in the law to help us? I must answer yes and no. Certainly there are few court cases or statutes which specifically are applicable to teachers and counselors. On the other hand, there is much on confidentiality generally---statutes and court cases on physician-patient and lawyer-client relationships.

There are two types of privileges accorded confidential communications. There is the absolute privilege of communication between doctor and patient and lawyer and client, and there is the qualified privilege. Unless granted by statute, counselors' communications do not fall in the absolute privileged class. A few states, by statute, do grant privileges similar to those granted in the doctor-patient relationship, but more often to licensed psychologists than to counselors not so licensed.

When you think about a lawsuit, you should think of three questions:

1. Who is suing?
2. What is he seeking?
3. Whom is he suing?

For example, our concern here is student records. Who would be suing to obtain access to them? It most likely would be the parent. Who else would have an interest in them---legal or otherwise? Perhaps a governmental agency. Or, they might be necessary to a law suit as evidence, in which case they could be subpoenaed. (I will discuss judicial proceedings later.) So, probably the parent would sue, and he would be seeking the records of his child. Whom would he sue? The counselor? I doubt it.

Don't you think that a counselor, or any other staff member in charge of records would probably check with the administration before releasing records in such a case? What he does would also be in line with governing board rule or policy. So, if he refuses absolutely to release the records and the parent sues, it seems to me that the parent would sue the governing board seeking release of the records. That is precisely what happened in the two recent cases in New York State which have caused considerable concern in the counseling field.

In the case of Van Allen v. McCleary, 211 N.Y.S. 2d 501 (New York 1961) a parent sought a court order directing the school board (not a counselor) to permit him to inspect all the school records of his son. These were the facts: Upon word from certain members of the public school faculty that his son needed psychological treatment, the parent retained the services of a private physician, who with the parent's written authorization, asked for an abstract of the psychological findings. When only a copy of the report on the pupil, written for the guidance of school personnel was sent to the physician, the parent made a formal written demand to the school board to make available all the school records of his son. The board refused the demand and outlined its plan to keep the parent informed of his son's progress through report cards, private conferences with teachers and, if requested, interpretation of the pupil's personal file by qualified personnel by the conference method.

The parent, however, wanted to see the written records and accused the board of concealment in order to cover up "incompetency of one or more taxpayer-paid school employees." New York State at this time had no statute on this subject. The regulations of the state commissioner of education require that the school board maintain certain cumulative records on health, mental hygiene, physical education, etc., and require that the health records be kept confidential, except as may be necessary for the use of approved personnel and "with the consent of parents or guardians for the use of appropriate health personnel of co-operating agencies." These regulations are silent on the right of either pupil or parent to inspect the child's record. However, the Commissioner of Education had already ruled in another matter that as a matter of law parents have the right to inspect all the records of their children.

The court held that in the absence of constitutional, legislative, or administrative permission or prohibition, the parent as a matter of law is entitled to inspect the records of his child and an order was issued directing the school officials to submit the records of inspection. The opinion noted that the parent's right to see the school records stems from "his relationship with the school authorities as a parent who, under compulsory education, has delegated to them the educational authority over his child."

The usual arguments for not turning over the records, such as safeguarding and preventing misinterpretation by parents of records of a highly professional and technical nature, and the desirability of preserving the professional freedom of expression of psychologists and other teachers free from fear of libel suits, and parental retaliation, and the danger of parents seeing information critical of the home environment and of the child, were raised. The court rejected all of them and noted that there are powerful answers to them. However, it did not state what these answers were. The court added that the determination of these arguments rests not with the court but with the legislature or the Commissioner of Education who has broad delegated power to act.

In the other case, Johnson v. Board of Education of City of New York, 220 N.Y.S. 2d 363 (New York 1961), the board was sued on similar grounds. In this case the parents wanted the court to issue an order compelling the school board to permit inspection of the records prior to a particular trial. The trial concerned another action which was not school connected and in which the child had suffered severe brain damage. The board refused to allow the records to be inspected on the ground that the parents should use their right of subpoena upon trial and also that the records were confidential.

The court held that the parents were entitled to inspect the school records before trial. The rule that "the parent as a matter of law is entitled to such information" under proper safeguard overcomes the objection that the records are confidential. The application to inspect was granted on condition that the examination and inspection of the records take place in the office of the school board under such supervision as shall be provided in the court order.

In an old Iowa case, Valentine v. Independent School District, 183 N.W. 434 (Iowa 1921), the court ordered the school board to issue a diploma and a transcript of grades to a student, even though the student violated the board's rule to wear a cap and gown at graduation. The court said the student had met all requirements for graduation, except for wearing the cap and gown, and so the board had a legal duty to issue both diploma and grades.

What do these three cases tell us? Simply this: Under the facts submitted to the court in the first two cases, the parents had a legal right of access to the records of their children. In one instance, the records were to be used in helping a child in need of psychological attention. In the other, they were to be used in a court case to help prove the child's condition before he suffered brain damage. In both cases it was the parent who wanted the records and not a third party---an outsider. In the third case, the student was seeking part of his own records, and the court held, in effect, that the important factor in receiving a diploma and grade transcript is meeting scholastic requirements, not wearing a cap and gown, so it required the board to release the transcript and grant the diploma.

I don't know about you, but the outcome of these cases does not offend me on either legal or ethical grounds. But, I can imagine, and so can you, cases in which it would be unwise to release all records to parents. Let us take an extreme case. Suppose that the records indicate that Johnny's troubles stem from his home environment---his father beats him. If this were released to the parent, Johnny would probably be beaten again! What would happen if the parents demanded to see the records in this kind of case is speculative, legally. In New York, in light of the cases and the Commissioner's ruling, it seems as though the parents could gain access to the records. It is difficult to predict what might happen in other states.

Defamation

We now turn to the other side of the coin---what are the possibilities for the counselor's liability when he voluntarily releases records of information which may be defamatory? First, let me define "defamatory." Any words tending to harm a person's reputation so as to lower him in the estimation of the community or to deter people from associating with him are "defamatory words."

Communication, oral or written, is called publication. If the words are spoken, they are called slander; if written, libel. A court action will not lie unless the slanderous words are of a certain nature. Written defamation, libel, is more easily redressed in the courts than spoken defamation. Libel is frequently actionable even though the same words, if spoken, would not be actionable without special damage; that is, when the words are written, no injury to reputation need be proved. The mere publication of libel may be sufficient to maintain the action.

The words which historically were considered slanderous were: (1) those imputing the commission of certain crimes; (2) those imputing certain diseases and contagious disorders; (3) any imputation affecting a person's reputation for skill in his business, office, trade, profession, occupation which tended to cause his position to be prejudicially affected. To these three classes of slander, another class has been added in modern times---words imputing unchastity to a woman. In these classes of defamation no special injury need be proved, the words are enough. If the defamation does not fall into one of these classes, special injury must be proved---the words are not enough.

Truth is a complete defense to any action unless the publication of the truth was purely malicious. Usually, if the alleged slanderer can prove that the words were true, he is not liable and his words are not, legally speaking, slanderous, for malice is difficult to prove.

The second main defense of the slanderer is that the communication was "privileged." You will recall that when I discussed "privilege" earlier I was speaking of its use to prevent the release of records on demand. Here the theory of privileged communication is used to defend a counselor who voluntarily released information.

There is, first of all, the absolute privilege of legislators and witnesses. These persons cannot be brought into court for anything they say no matter how defiling it is so long as their utterances are made in connection with their official duties. They are given this absolute privilege so as to free them from restrictions and dangers of suit in the conduct of their official business. Absolute privilege rarely is available to counselors but a communication defaming a pupil may be qualifiedly privileged.

False words spoken by a counselor about one of his pupils would be actionable, unless the slanderous words were communicated under privileged circumstances. One of the most important factors in determining whether a qualified privilege exists is the relationship of the person hearing or reading the defamatory words to the person allegedly defamed.

A general rule has been recognized in a number of cases: That is that communications made by third persons in good faith on any subject matter in which the person communicating has an interest, or in reference to which he has a duty, is qualifiedly privileged if made to a person having a corresponding interest or duty, even though it is not a legal but only a moral or social duty.

There are limits to this rule. For example, the communication should not be made in front of others who do not have a corresponding duty. The privilege is strengthened if the communication is made in answer to a request of the relative.

A counselor's report to the principal or other school official would certainly be privileged under this rule, as would a communication to the student's parents or guardian. There would be no privilege, however, if a counselor slandered a student in the presence of other students, before the general public, to parents not involved in the situation, or to teachers not teaching or working with the student.

Counselors and teachers are frequently asked for letters of recommendation on former students. Such letters are considered confidential, and honest comments are sometimes encouraged by prospective employers that they may better judge the potential worth of an applicant for employment. Yet, dare a counselor write a derogatory letter without subjecting himself to suit for slander? If the letter expresses the counselor's honest opinion, reasonably based upon evidence which convinced the counselor of the truth of his estimate of the student and is not written with malicious intent to injure him, the communication under these circumstances is privileged; provided, of course, that the counselor does not show the letter to any other person, mails it to the prospective employer, and has no reason to know that anyone but the prospective employer will read it upon receipt. Communication of the contents by the employer after receipt of the letter may constitute slander on his part depending upon the circumstances, but does not reflect back to the counselor who wrote the letter unless he could have anticipated such publication.

Some Court Decisions

There are a few court decisions on defamation involving school employees. Here are three which illustrate the general principles. The school employee was not held liable in any of these cases.

In Iverson v. Frandsen, 237 F. (2d) 898 (Utah 1956) CA 10, a psychologist of a hospital wrote a report and filed it with the school on request of the school and according to usual practice. In the report he called the nine-year-old girl in question a "high-grade moron." .The girl had come to the hospital with her mother. The psychologist was held not liable. The court ruled that the report was a professional one made by a public servant and that its contents were his best judgment of the situation. You should note that the report went to school officials with an interest in and responsibility to the child.

In Kenny v. Gurley, 95 So. 34, (Alabama 1923), a girl was sent home from school. In answer to a letter from her mother asking her return, the doctor and the dean of women wrote the parents that she could not return to school. The doctor stated that she had been in the school hospital with venereal disease and that she should be placed in the care of a physician. The doctor was evidently mistaken in his diagnosis. The dean's letter, which enclosed the doctor's, stated that his letter "explains itself," that "it seems to indicate that Velma has not been living right" and advising medical care and expressing sympathy. The girl sued both the doctor and dean of women. The court held the doctor and dean not liable, particularly since malice was not proved. The court noted that the defendants had a duty to the student body, and when the school dismissed the girl, it was part of that duty to advise parents of the cause, especially in a public school maintained by public funds. The letters for this purpose were privileged communications, therefore not actionable even if the diagnosis were a mistake.

In a similar case, Basket v. Crossfield, 228 S.W. 673 (Kentucky 1920), a male student was charged with indecent exposure and the university authorities communicated this fact to the parents. The court held that this communication to the parents was within the privilege, and no liability attached.

Counsel to the New York Commissioner of Education has ruled on this question of libel and slander. After the New York Commissioner of Education ruled that parents had the right to examine their children's school records, he requested a legal opinion on the possibility of libel suits as a result of the release of records to parents. The legal opinion stated in part:

> It is, therefore, my opinion that a carefully worded professional opinion rendered in line of duty by a physician, psychiatrist, psychologist, guidance counselor, principal or teacher, which is reasonably related to the educative process,

> made in good faith and with diligent regard for the rights of the person or persons involved, is protected by a qualified privilege against civil actions for damages based on libel. (Italics supplied.)
>
> Consequently, it would seem to me that such a law suit based on such a professional opinion against such persons would not be successful. Formal Opinion of Counsel, No. 92. New York State Department of Education. Nov. 17, 1960.

These cases, and the New York opinion, uphold the principle of the qualified privilege. In each case, the courts' views were that the school employee had a duty to the student, the school, and to the parents. In communicating to the parents, even though the communication might later be found false, the courts held the communication privileged.

Statutory Provisions.

There are few statutes relating either to the confidentiality of student records or to a possible privileged relationship between counselor and student. But, I think it important to mention those for your general information and because you may be contemplating legislation.

*A California statute provides that cumulative records of pupils may be open to parents "during consultation with a certificated employee" of the school district. West's Annotated California Codes, Education Code, secs. 10751-10752.

*A New Jersey statute directs the state board of education to establish rules "governing the public inspection of pupil records" and the furnishing of other information relating to pupils and former pupils of any school district. New Jersey Statutes Annotated, sec. 18: 2-4.1. Under this directive statute, the New Jersey State Board of Education adopted rules providing that parents and guardians may inspect the records of the student if he is under age twenty-one. After age twenty-one, only the student may inspect his records. Even under this rule, the State Board provides that a board of education may refuse to release confidential information.

*A Montana statute provides that anyone teaching psychology or who acting as a psychology teacher is engaged in child study shall not testify in a civil lawsuit as to any testimony obtained without the consent of the child's parent or guardian. Montana Revised Codes Annotated, sec. 93-701--93-704.

*A Michigan statute is of enough interest to quote in full:

> No teacher, guidance officer, school executive or other professional person engaged in character building in the public schools or in any other educational institution, including any clerical worker of such schools and institutions, who maintains records of students' behavior or who has such records in his custody, or who receives in confidence communications from students or other juveniles,

> shall be allowed in any proceedings, civil or criminal, in any court of this state, to disclose any information obtained by him from such records of such communications; nor to produce such records or transcript thereof; except that any such testimony may be given, with the consent of the person so confiding or to whom such records relate, if such person is twenty-one years of age or over, or, if such person be a minor, with the consent of his or her parent or legal guardian.
>
> Michigan Statues Annotated, sec. 27A.2165.

Judicial Proceedings

I will now turn to a discussion of judicial proceedings which may involve counselors. There are several kinds of cases in which counselors may become involved, and you may be surprised to learn that in many instances the cases are not school-related, although they do involve a student, or former student.

Let me mention a few types of cases. Where a student has been injured and is involved in a suit to recover for the injury, there is frequently a call upon the school and counselor for records on the student's health, behavior, achievement, and attendance records. Schools and school staff may be called upon to provide such information even though the injury is not school connected or the injury was incurred by a former student.

It is not unusual for guidance counselors and other school staff to be called upon to testify in child custody cases. Often one parent is endeavoring to show that, among other things, the child's schooling would be adversely affected if the other parent were granted custody.

In criminal cases, information about the school career of a defendant may be pertinent. Also, the defendant's mental capacity may be an issue which requires information from the schools. Recently, courts have been permitting the use of "background data" on defendants, particularly in setting sentences or punishment. Such background data often include school records of one kind or another.

There are the kinds of cases in which school personnel, including guidance counselors, may be called upon to give testimony. At the outset it should be clear that within certain limitations every person has the duty to give evidence in judicial proceedings or official proceedings and that courts have the power to require this testimony. This authority is exercised by subpoena, unless the witness appears voluntarily through arrangement with one of the persons involved in the proceedings. Subpoenas may require that the witness produce designated papers and records as well as himself.

I will not repeat the discussion of privilege I gave at the beginning of my remarks today, although much of that discussion is pertinent to judicial proceedings. Nor will I go into many of the legal technicalities of evidence admissibility, fees for witnesses, possible liability for not obeying a subpoena, and the like. There isn't time and I'm not sure it would be useful to you at this point. What I do want to emphasize is that you, as a possible witness, need not know all of these technicalities. And, I want to give you some suggestions which are practical and would be, I hope, helpful to you if you must or choose to appear as a witness.

Probably the first problem you will encounter, particularly if you are teaching even a few classes, is the time involved. The subpoena will state the time and place of appearance and usually give the name and address of the attorney for the party in whose behalf the witness is called. It is usually possible to arrange with the attorney to be "on call" at short notice. If this can be done, you can save a lot of time and inconvenience.

Once in court, it should be remembered that judges have some discretion to exclude evidence if its probative value is outweighed by the risk that it may, among other things, unnecessarily do harm.

If a guidance counselor believes that there is a risk in testifying about certain of his knowledge about a student or submitting all of a student's record into evidence, he should not hesitate to arrange a conference with the trial judge to explain the situation. For example, a private notation by a teacher or counselor that "this girl will steal everything in sight" (which a school-board attorney I know says was actually on a school record called into court) would hardly be relevant in a case where a sight or hearing impairment which the plaintiff had in school is the issue because it is claimed to be the result of an accident many years after.

Sometimes conferences with the judge can be arranged in advance of the proceedings to determine what parts of the school records may be disclosed, and what parts may be kept confidential. Also, conferences with the attorneys involved are not improper, no matter which side has issued the subpoena. The counselor should enlist the attorneys' cooperation to avoid undesirable and purposeless exposure of private information in court.

The last thing I wish to mention in relation to judicial proceedings is the question of liability on the part of the counselor who testifies. A witness in a judicial proceeding has "absolute immunity" from liability for his testimony in judicial proceedings. This immunity extends even to false testimony. The obvious reason for granting absolute immunity from liability to witnesses is to encourage them to speak freely, which is indispensable to the administration of justice.

One limitation on this absolute immunity rule has been noted in several jurisdictions. That is, put simply, that the immunity rule covers only relevant testimony. But even under this view, it must be noted that the witness need not decide at his own risk what is relevant. The purpose of the relevancy limitation is to deter witnesses from abusing the immunity rule; thus most courts would have to find malice as the reason for the testimony to impose liability for it. The witness who may be concerned about the relevancy question should discuss it with the judge.

The one thing I have tried to make clear in discussing testimony in judicial proceedings is that the witness---the counselor---can discuss his problems of confidentiality, relevance, and possible harm to the student with the judge and often with counsel. If in doubt, he should do so.

Conclusion

In concluding, I think some suggestions for practice might be of value to you.

1. Remember the importance of truth; don't deal in rumors.

2. Remember that the privilege is more likely to be qualified if you are communicating with the child's teachers, or principals and supervisors, or with his parents or guardians---individuals with an interest in or duty to the child.

3. Be very careful in discussing matters over the telephone. If an employer is seeking a recommendation, have him ask for information on his stationery so that you may reply in writing and have copies of both his request and your reply. (Some people think it might be better not to put it in writing. If you think so, at least be certain to whom you are speaking!)

4. Don't volunteer recommendations to prospective employers. You are on much sounder ground if you have a request for the recommendations. This helps to rule out malice.

5. When releasing possible injurious information and records to other teachers and administrators, be certain that the information is released in order to help the student, or to help you solve the problem of dealing with the student. Remember that you can talk to others generally about the problem and get their advice without revealing the name of the student.

6. Remember that not many teachers or counselors are sued for defamation. This is no reason to be lax in your use of possible damaging information, but also you should not fear a possible lawsuit so much that you fail to do your job properly.

7. Remember that judges, and even some lawyers, are reasonable individuals! If you are in doubt over what to release in a judicial proceeding, don't hesitate to arrange a conference with the judge (or the attorneys, if appropriate) to explain your dilemma and get advice on how to proceed.

Having said all these words to you and discussed the few cases and the statutes, I haven't said the most important thing. That is simply that you have little to fear from the law if you perform in a professional and ethical manner. And, by professional and ethical, I do not mean angelic or perfect. The standards expected of a professional, legal or otherwise, are higher than those set for others. They should be. But if you perform reasonably, and without malice, in your efforts to meet your professional standards, I believe you will find the law and the courts your friends, not your adversaries.

ECONOMIC ASPECTS OF COUNSELING ADULT WOMEN

Marguerite W. Zapoleon
Economic Consultant

Chapter Page

Introduction 188

I How can a Knowledge of Economics and Economic Facts Contribute to More Effective Counseling? 190

II What Do We Know About the Economic Characteristics of Women Aged 35-54 in the United States from Census and Other Sources? 200

III Occupational Decisions, Planning, and Adjustment. 227

IV What Occupational and Related Information Do Counselors Need and Where and How Can It Be Obtained? 241

V Classifying and Filing Occupational Information. 256

VI Gaps, Needs, Recommendations. 262

AND

Additional material from consultants:

Anna M. Baetjer
Marjorie Bell
Ben Eckerson
Guin Hall
Viola H. Hymes
Mary Dublin Keyserling
Ray C. Maul

ECONOMIC ASPECTS OF COUNSELING ADULT WOMEN

Introduction

The initial purpose and scope of this course were described in the original syllabus as follows:

> To view the economic characteristics of women, aged 35-54, in the United States, noting differences from those of men, aged 35-54, and from those of other women, and assessing trends and predictions.
>
> To examine sources of information on work opportunities and resources available to women aged 35-54 who seek to alter their work roles.
>
> To discuss effective use of facts and sources by counselors in assisting these women with their occupational decisions, planning, and adjustment.
>
> To note gaps in economic information, in methods of using it, and in counselor preparation in this area that retard effective counseling of these women.
>
> To suggest how these gaps may be reasonably reduced.

A fifty-minute class period daily for seven weeks was assigned to this course. One afternoon observation period and several afternoon speakers were allotted to this part of the project. The consultant on economic aspects was also available to Participants for help on occupational and other economic problems of counselees encountered in the counseling practicum.

Most of the Participants had had a course in occupational and educational information or its equivalent, and it had been agreed that educational information would be covered by other faculty members, and that the use of information with groups and in individual counseling was to be included in the course on counseling techniques. The emphasis on this phase was therefore on areas not ordinarily included in counselor courses in occupational information, i.e., on recent data and findings especially related to middle-aged women, and on stimulating further exploration by the Participants through the use of a wide range of bibliographic and primary sources of pertinent information. Each

Participant selected an exploratory project that would (1) be useful in her present or future work setting, and (2) that she would complete in the forty odd hours of extra-class time allotted for this course. To meet the varying needs of the Participants, individual and group consultations took place almost daily.

At the start, the Participants received an extensive technical bibliography and a list of sample references suitable for middle-aged counselees.* Throughout the following weeks, Participants were introduced to particular sources listed there, and to other bibliographies especially prepared for this project, for middle-aged women, or for vocational counselors as basic references.** A file of occupational information had been built up from several hundred membership organizations and from Government agencies contacted by the AAUW Adult Counselor Program and was immediately available to the Participants as were special collections made available at the AAUW Library, the D.C. Public Library, the U.S. Department of Labor Library, and the George Washington University Library. To meet the varying interests and needs of the Participants and to capitalize on their skills and assets, group discussions as well as individual conferences took place almost daily.

The following narrative covers the course essentials. It does not follow the actual order of the various topics which was modified as far as possible to accommodate numerous special lecturers and other aspects of the overall program.

---

*See Appendix VI
**See Appendix VII

CHAPTER I

HOW CAN A KNOWLEDGE OF ECONOMICS AND ECONOMIC FACTS CONTRIBUTE TO MORE EFFECTIVE COUNSELING?

The Interdisciplinary Nature of Vocational Guidance: Its Economic Aspects

Today interdisciplinary approaches are found necessary in almost every sphere of activity as problems become increasingly complex. Evidence lies everywhere: in the physical as well as in the social sciences, in theoretical as well as in applied pursuits. The development of the general social scientist, of the newer behavioral scientist, of the "generic" counselor illustrates the trend. Significant, too, is the stress placed on thorough grounding in the basic social sciences for specialists in any one of them, or in one of their applications. The relationships today between specialties in different disciplines are often closer than those between specialties in the same discipline. Writing about occupational sociology, Theodore Caplow describes related though different approaches in institutional economics, labor relations, and industrial psychology.[1] Economist Lloyd Reynolds, discussing the interdisciplinary nature of labor economics, observes that many of its central issues require the use of diverse techniques of psychology, sociology, politics, law, and administration.[2] Labor Economist E.H. Phelps Brown devotes an entire chapter in his recent book to "The Interdisciplinary Nature of Labor Economics."[3]

This interrelation of the basic sciences is also apparent when applied to the field of vocational guidance, and to the art of counseling, its most characteristic function. The need for knowledge drawn from many disciplines is obvious. In 1956, the President of the National Vocational Guidance Association, Dr. Robert Hoppock, observed that vocational guidance in the United States had gone through successive periods in which the dominant influence was exerted first by social workers, then successively by educators, economists, and psychologists.[4] The current influence of sociologists and social anthropologists is evident in the fiftieth anniversary volume of the Association.[5] These newer disciplines are often specifically mentioned in discussions of the desirable preparation of counselors, while labor economics or industrial relations are almost always omitted.

Economic factors are virtually ignored in vocational guidance literature, except as "occupational information" describes opportunities and trends. A notable exception is Dr. Donald Super's chapter on "Economics of Careers" in which he explains how an individual may be affected in his employment or employment opportunities directly (or indirectly through effects on education or family income, for instance) by labor market facilities, organization of the economy, and changes in the economy wrought by such factors as technology, government policy, and shifts in consumer demand.[6]

Although a course in occupational information is always recommended for counselors, they may remain ignorant of how occupational distribution is affected by the needs of the economy and its organization, how a labor market operates, what factors determine wages, and how collective bargaining and legislation affect workers. Much of the confusion in the guidance field today stems in part from its neglect of the realities of the marketplace, specifically of the labor market. We should note, however, that economics has not been alone in this neglect. Health and physical environment, the home environment, and religious and philosophical influences have also been submerged in the extreme emphasis on internal psychological searching and on the effect of school and college environments.

In his illuminating discussion of the helping professions and vocational guidance, Dr. Herbert Sanderson called "unfortunate" the hierarchy that has been encouraged by implying that some occupational problems can be handled by those with little training, others by "advisors," but complex problems only by "clinical counselors" or psychologists.[7] He points out that all vocational counseling should be done by or under the supervision of a fully competent, trained vocational counselor and that a clinical counselor or psychologist may lack the training to handle occupational problems. If counselors of middle-aged women are to help with employment and other work problems, they need not only occupational information but also a basic knowledge of how individuals fit into the economy of which they are a part, how production in the home relates to production in the labor force, how a personnel department operates, what is involved in actual placement in a position, and other subjects discussed in the literature of economics and business administration.

Fortunately, the Participants in the AAUW Adult Counselor Program represented a wide range of backgrounds. Their undergraduate majors were as follows:

Education------------------6
  (including 1 each in business, music, physical
  and religious education)
Psychology-----------------4
Business administration-----3
Home economics--------------2
Sociology-------------------2
English---------------------2
Economics-------------------1

The graduate specialization of one was not recorded, but eleven Participants had already obtained, or were candidates for, a master's degree in guidance and/or counseling, and three had earned a master's degree in education. Two had a master's degree in economics, one in educational psychology, and one had a law degree. An unusual interdisciplinary master's degree in personnel services from the University of Denver had been earned by Participant Marjorie Rust. The Participants also included in their work records a variety of experience both within and outside counseling and related fields, and in the labor force and outside it. As they drew on this wealth of background, our discussions became vivid and realistic learning experiences. The special knowledge of the home economists and of those who had had training or experience in industrial personnel work or in social work, for example, were useful in exposing some of the areas untapped in most counselor training but especially needed by counselors of homemakers who wish to enter the labor market.

Economics has probably been relatively neglected in the training of counselors because in so many minds it is too often identified with the production of material things and with machines, raw materials, and the "capital" required for production rather than with the producers of goods and services, or "labor." Even when the people in the economy are discussed, there is a tendency to differentiate and speak of "the economic man" as though he were of a lower order and separate from the psychological man, the political man, the social man. Others identify economics with money and finance, and perhaps the general dislike of budgeting and of managing money makes them shy away from a subject considered difficult and uninteresting in favor of one "more concerned with people." Actually, economics is concerned primarily with people, with supplying them with the goods and services they want. If there were no people with wants, there would be no economy. Economics is concerned with the use of scarce resources to supply wants. Human beings are involved both in the production and in the consumption of the goods and services to satisfy these wants.

Efficient vocational guidance can serve the economy as well as individuals by reducing waste in the use of our limited supply of human energy, power, and skill to produce the goods and services that will meet the needs or wants of individuals. Economist Harold F. Clark long ago wrote: "School administrators should be interested (in this problem of economic theory and correct occupational distribution) because consciously or unconsciously schools are largely determining present occupational distribution. This is being done in an inadequate manner and often to the great economic harm of individuals and of society."[8] Concerned with lack of knowledge and lack of opportunity, he joined a long line of other economists from John Stuart Mill to Charles Taussig, who stressed the importance of true freedom of choice of occupation. He quotes Taussig as saying "Freedom in the choice of occupation is one of the most important conditions of happiness and the traditional position of common labor is due to the absence of such freedom."

Freedom of choice and accurate information on which to base decisions are fundamental to the operation of a perfect labor market. According to traditional theory as presented by Adam Smith:

> The whole of the advantages and disadvantages of the different employments of labour....must, in the same neighborhood, be either perfectly equal or continually tending to equality. If in the same neighborhood, there was any employment evidently either more or less advantageous than the rest, so many people would crowd into it in the one case, and so many would desert it in the other, that its disadvantages would soon return to the level of other employments. This at least would be the case in a society where things were left to follow their natural course, where there was perfect liberty, and where every man was perfectly free both to chuse what occupation he thought proper, and to change it as often as he thought proper. Every man's interest would prompt him to seek the advantageous, and to shun the disadvantageous employment.[9]

Economist Simon Rottenberg has marshalled telling arguments on choice in labor markets in support of the classical theory.[10] In a recent analysis of eight major studies of employees quitting jobs to see what factors impelled them to change, and others to keep, their positions, Abraham Bluestone found the major determinants to be: wages, physical conditions of employment, and long-range possibilities for increasing earnings.[11] Personal on-the-job relationships and family problems played an important role and, along with employment practices impeding mobility (such as seniority provisions), were seen as lying outside the classical theory. Personal associations on the job and the effect of one's employment on one's family, however, would logically enter into the weighing of the advantages and disadvantages and would certainly affect the "agreeableness" of the employment. Of course, all of this implies knowledge and reasoning on the part of the worker, which he may not have, but which the good counselor must be alert to use for his benefit.

In the 1964 edition of his widely used elementary economics text, Paul A. Samuelson comments that workers are commonly unaware of job opportunities even in their own city and town.[12] He describes how adequate information contributes to labor mobility and to reducing the imperfection of the labor market. In noting the close relationship of economics to other disciplines, Dr. Samuelson also points out that among factors affecting the supply of labor, the average number of hours worked during the year is the one most subject to purely economic causes. The others are markedly affected by social, and in some cases, by psychological, as well as by economic factors. Later (see Chapter III), we shall examine a promising conceptual framework for a theory of occupational choice developed by a team of psychologists, sociologists, and economists which recognizes the importance of adequate information and the variety of economic, psychological, and social influences that affect an individual's choice of position and the employer's choice of the individual he hires.

Besides the obvious relationship of the labor aspects of economics to vocational guidance, we should also note that there are many definitions, concepts, and tools in economics that counselors may find illuminating.

Participants noted some of them. The definition of utility as the power to satisfy a want is helpful in understanding the nature of work. Useful, too, is the concept of equilibrium between supply and demand, the point beyond which the marginal producer will stop producing if the price is lowered and the marginal consumer will stop buying if the price is raised. The law of diminishing utility recognizes differences in the satiability of wants; the reckoning of "opportunity cost" considers what one gives up in foregoing one choice for another. But our concern in this program is with economic aspects relating especially to women.

We know, of course, that women play an important role in our economy as consumers. Their current influence on demand is possibly over-stated rather than underestimated. Increasing attention is being paid to women as investors, although here, too, their numbers as owners of securities, for instance, possibly exaggerate their actual participation. A sizeable number, especially of our middle-aged group, are owners or managers of businesses of various types, as we shall see when we discuss particular occupations. These proprietors and managers are counted along with other women in the labor force, and their contribution is measured in monetary terms and included in the Gross National Product.

As a source of supply for the labor force, women have received increasing attention since World War II when they were drawn upon as a mighty reserve force. The National Manpower Council's well-publicized report on womanpower illustrated this new interest in the contributions of women in the labor force.[13] In 1960, the U.S. Senate's Committee on Employment and Unemployment examined a number of economists' views on women in the labor force, among them those of Clarence Long of the National Bureau of Economic Research. He stressed how little we know about the forces that draw women into and drive them out of the labor force. He tentatively suggests the following factors as explaining their increased participation: the shorter work week in industry that makes it possible for many women to work there; the labor saved in housework especially by the manufacture of food and clothing outside the home; the decline in the ratio of population to the number of working-age women; and expanding opportunities for employment in clerical and service occupations.[14] Some economists still view women as primarily a "secondary" source of labor supply, while others, like Dr. John Parrish, regard them as a national resource not fully employed.[15] Let us note here that it is essential to consider the home economy as well as the market economy in analyzing women's economic contributions.

For individual women, as well as in the economy as a whole, we need better means of comparing the economic contribution made in the home and in other unpaid work as compared with the contribution made in the labor force. Although we know that other factors may offset economic ones in the consideration of what is desirable for the individual and for society as a whole, a true assessment of economic factors is necessary for valid comparisons and considerations. Economist Howard F. Bigelow believes that most families spend more time in the production of goods and services for the use of their members than they spend in earning and buying.[16] The availabilty of computers and the progress that is being made by home economists in measuring production in the home, as we shall note more fully later (see Chapter II), should make it possible to include some estimate of home production in our Gross National Product, which currently excludes it. Economist Paul Samuelson estimates that, if this were done, our national income figures would be raised by one-fifth or more.[17] Home economist Marie Gage assembled the views of a number of economists on valuing household production for national income purposes.[18] She quotes Dr. Simon Kuznets of the National Bureau of Economic Research as stating that home production should be considered in evaluating the net product of our social system and that the real income of a family must include what it earns by work in the home as well as in the labor force. He reported a significant expansion of household activities during severe depressions in spite of the long-run decline in production in the home.

The increasing contribution to our national production made by men and women who perform volunteer work should likewise be estimated. And in individual work decisions, consideration should be given to the economic contribution made in the home and as a volunteer as well as in the labor force.

How Can We Integrate the Economic Aspects of Counseling With All the Other Aspects?

Interdisciplinary training of counselors is one means of insuring that some basic economic knowledge is a part of the background of every counselor who attempts to help women with their occupational planning.[19] From their varied experience and backgrounds, and their field observations, the Participants suggested the following other means of utilizing and sharing knowledge and techniques from various fields in day-to-day counseling:

1. A team organization including generalists and a variety of specialists in the counseling center itself.

2. Staff meetings to which representatives of other practices and disciplines are invited for discussion.

3. Informal but regular community luncheons or other meetings of representatives from different, but related, disciplines.

4. Formal coordinating councils or agencies.

5. A clearinghouse for telephone referrals and information.

6. Attendance at professional meetings and reading the journals in related fields.

7. Browsing in the library, especially for dictionaries of terms, and selected readings in related fields.

8. Directories of individuals and agencies representing resources of information and assistance in related fields.

Defining Terms to Improve Communication

Semantic problems confront counselors not only in conversing with members of other disciplines or practices but also with other counselors and with counselees. Even in our own thinking and speaking, we find ourselves using the same word for different meanings. Where understanding is an important part of a relationship, as it is in counseling, we need to be especially aware of this problem. We can help to solve it by arriving at our own basic definitions of often-used terms in professional practice and being alert to other definitions for the same words used by colleagues, by those in other professions, and by the public.

We shall mention only a few key words here, which can create misunderstanding in occupational planning: the word "work," for example. Each Participant wrote down the first definition that came to her mind for this common word. As each read her definition, differences were noted. Some emphasized the energy aspects; others contrasted work with leisure. A number counted as work only activities engaged in for money. This concept of financial remuneration is common in lay and professional use, except among physical scientists and engineers concerned with measuring units of output against units of energy expended in their production. But pay as a qualification is not found in Merriam-Webster's unabridged dictionary where a simple definition is "exertion of strength or faculties for the accomplishment of something." Obviously this definition encompasses the work of the homemaker and the volunteer along with that of the woman whose name appears on a payroll. For our use here, I suggest a more precise definition. "Work is energy expended to produce a utility, where utility is defined as the power to satisfy a want." This definition notes the exertion involved and the economic contribution made. And from economics we know that the homemaker who places a hot cup of coffee on the breakfast table for her husband has not only created a utility of form (transformed ground coffee or coffee powder into a drinkable liquid), but a utility of place (her husband can drink the coffee as he reads his morning newspaper at the table), as well as a utility of time (minutes earlier the coffee would grow cold, minutes later her husband would not have time to enjoy it before catching his bus or train).

Labor is another word with a variety of meanings. To some it is synonomous with work; to others it means hard work. It may be narrowly confined to members of labor unions, or extended more broadly to non-managerial pursuits. Economists commonly use it to denote the human factor in production. Since we depend on labor force statistics for much of our data, it is advisable for us to know the technical sense in which it is used by the Federal Government. The labor force, by official definition, includes all those in the Armed Services and all persons who are "employed" or "unemployed" according to the following definitions: Employed persons comprise all civilians fourteen years old and over who are either at work for pay or profit---or work without pay for fifteen hours or more on a family farm or in a family business or are without a job but not at work. Unemployed persons are civilians fourteen years of age and over who are not at work as employed persons but are looking for such work.

Industry is another word that has many meanings. In studying economic characteristics, we shall use it in the broad sense. An industry is a group of establishments producing a similar product or service. According to this definition, there are not only manufacturing industries producing various types of products, like automobiles, but also service, trade, and other industries performing various types of services, creating other types of utilities. Educational services, medical and other health services, financial services, retailing, are among these other industries. Industry is of special importance to women to whom work setting is often as important as work tasks.

Occupation has been defined by Webster as "the principal business of one's life." This definition suffices for the purpose of designating primary occupations since it applies to homemakers, volunteers, and students as well as to members of the labor force. But in today's world an individual often has a secondary occupation as well as a primary one. A man may "moonlight" as a filling-station attendant while working as a postal clerk during the day; a homemaker works at her old job in a department store during special sales and at Easter and Christmas. At any given moment, an individual may have several pursuits but he can usually designate without hesitation which one is his principal business. To this we probably should apply the term, primary occupation. A technical definition used by occupational research specialists describes occupation as a group of similar jobs found in several establishments.[20] This seems applicable for our purposes so long as we think of homes and volunteer agencies, for example, as work establishments and do not confine the term to "employing" establishments. Job is further defined as a group of similar positions in a single plant or workplace. Position is a set of tasks performed by one worker. But we must remain aware of differences in professional use of these terms. A sociologist, for example, has defined occupation as "the place ordinarily filled by one person in an organization or complex of efforts or activities."[21] Others commonly use position as referring to the place a worker occupies within a work plant.

If we remain aware of these differences in definitions, if we aim for consistency in our own use of our basic professional terms, we shall overcome some of the problems in communication and in sharing that impede our progress in helping counselees.

REFERENCES

1. Caplow, Theodore. The Sociology of Work. Minneapolis, Minnesota: Univeristy of Minnesota Press, 1954. Pp. 4-8.

2. Reynolds, Lloyd. "Economics of Labor." In A Survey of Contemporary Economics, ed. Howard S. Ellis. Philadelphia: Blakiston Co., 1948. P. 255.

3. Brown, E. H. Phelps. The Economics of Labor. New Haven, Connecticut: Yale University Press, 1962

4. Hoppock, Robert. "Presidential Address, National Vocational Guidance Association, 1950." Occupations. 28:479-499, October 1956.

5. Borow, Henry (ed.). Man in a World of Work. Boston: Houghton Mifflin Co., 1964.

6. Super, Donald E. Psychology of Careers. New York; Harper & Bros., 1957. Chapter 7.

7. Sanderson, Herbert. Basic Concepts in Vocational Guidance. New York: McGraw-Hill Book Co., 1954. Chapter 2.

8. Clark, Harold F. Economic Theory and Correct Occupational Distribution. New York: Columbia University, Teachers College, 1931. Preface.

9. Smith, Adam. The Wealth of Nations. (Modern Library First Edition). New York: Random House, 1937. Chapter X. P. 99.

10. Rottenberg, Simon. "On Choice in Labor Markets," Industrial and Labor Relations Review. 9:183-199, January 1956.

11. Bluestone, Abraham. "Major Studies of Workers' Reasons for Job Choice," Monthly Labor Review. 78:301-306, March 1955.

12. Samuelson, Paul A. Economics - An Introductory Analysis. Sixth Edition. New York: McGraw-Hill, 1964. Pp. 621-628.

13. National Manpower Council. Womanpower. New York: Columbia University Press, 1957.

14. U. S. Congress, Senate, Special Committee on Employment and Unemployment. Selected Readings on Unemployment: 1960. Washington: Government Printing Office, 1960. Section 2(c), "Women." Pp. 826-871.

15. Parrish, John B. "Professional Womanpower as a National Resource," *Quarterly Review of Economics and Business*. 1:54-63, February 1961. *Also see AAUW Journal*. 57:132-135, March 1964.

16. Bigelow, Howard F. *Family Finance*. New York: J. B. Lippincott Co., 1953. Chapter 6. Revised edition.

17. Samuelson, Paul A. *op*. *cit*., *supra* note 12.

18. Gage, Marie Geraldine. *The Work Load and Its Value for 50 Homemakers, Tompkins County, New York*. Ithaca, New York: Cornell University, September 1960. Ph.D. Thesis.

19. Zapoleon, Marguerite W. *Occupational Planning for Women*. New York: Harper & Bros., 1961. Pp. 232-233.

20. Shartle, Caroll L. *Occupational Information*. Third edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1959.

21. Hughes, Everett Cherrington. "The Study of Occupations." *In Sociology Today: Problems and Prospects*, ed. Robert K. Merton, *et al*. New York: Basic Books, 1959. P. 445.

CHAPTER II

WHAT DO WE KNOW ABOUT THE ECONOMIC CHARACTERISTICS OF WOMEN AGED 35-54 IN THE UNITED STATES FROM CENSUS AND OTHER SOURCES?

Uses and Limitations of Group Data in Vocational Counseling

Before we ask what we know, perhaps we should ask why counselors of individuals, each of whom is unique, should know about the economic characteristics of women as a group. Discussion of this question in the course brought out that data on all women, and on the sub-groups from which counselees in a particular setting are drawn, are useful to counselors because they:

1. Reveal the range of possibilities for an individual.

2. Indicate the "mode"---what the largest number in the group are like.

3. Illustrate differences within the group related to such factors as age, marital status, education, residence, color, and other characteristics.

4. Describe the middle (median) woman in a group, with whom an individual may compare herself to see how typical or unique she is.

5. Enable a woman to compare men and women. Since much occupational literature includes no sex distinction, a knowledge of sex differences in economic characteristics is essential to its accurate use in counseling.

6. Show changes over time. Time perspective is especially important in relating immediate decisions to future goals.

The limitations of group data were also noted. No individual is average in all respects. The range and mode, as well as median or mean averages, should be considered in interpreting statistics. Even with a counselee who appears "average," we must remember that we can never be certain what an individual may do, although we may be able to predict with reasonable accuracy what her group will do. In using data on women, it is especially important to consider the age, education, and marital and family status sub-groups in which the counselee falls since these factors affect labor force participation, work setting, occupation, and hours and earnings. The potency of these factors will become obvious as we examine economic statistics available on women aged 35 to 54. Allowances for differences in time and location were mentioned. Statistics always lag behind the facts they report. We must know their date, how they compare with those of earlier dates, the direction in which they are moving, and the difference between short-run fluctuations and long-run trends. The more knowledge we have about our local community, and about how it compares with our state, region, and country, the more readily can we assess the limitations in local use of occupational information prepared elsewhere. The use of original sources, wherever possible, was recommended to avoid errors that often creep in at later stages.

Primary sources supply data gathered directly from the individuals studied or from such sources as establishments that employ them, institutions that train them, licensing bodies that authorize them to work in a particular occupation, or organizations in which they hold membership. For economic characteristics, except in agriculture, we depend most heavily for primary information on two sources: the U. S. Department of Commerce, especially for data collected periodically from households by its Bureau of the Census and for a variety of other economic data reported in its monthly publication, Survey of Current Business; and the U. S. Department of Labor, especially for data on employment, earnings, and hours obtained from employing establishments and from state labor departments or industrial commissions, and a variety of other economic information reported in such publications as the Monthly Labor Review, Employment and Payrolls, and the Monthly Report on the Labor Force.* Special studies of many kinds by both government and non-government agencies add to these basic data. The Women's Bureau not only conducts such special studies, but also assembles and analyzes primary data from other sources concerning women workers. The biennial Handbook on Women Workers summarizes such information.** The Report of the President's Commission on the Status of Women*** and the 1958 report on Womanpower by the National Manpower Council were noted as other examples of data on the economic characteristics of women assembled for the use of counselors and others concerned with the progress of women in their work. The class then examined the latest information available on the economic characteristics of women aged 35-54.

Work Status

First, women aged 35-54 are a large group, numbering nearly 24 million in 1964 and comprising a third (34 per cent) of all women aged 14 years or over. Secondly, they are more likely to be found in the labor force than are other women. In 1964, the labor force participation rate for women aged 35-44 was 45 per cent on the average; for those aged 45-54, it was 51 per cent. This was the top rate for women, exceeding the 50 per cent rate among young women 18-19 years old. Together these two groups of middle-aged women, 35-54, in the labor force exceeded 11 million and made up nearly 44 per cent of the entire female labor force.[1]

---

* A copy of the May 1965 issue was in each Participant's kit.

**A copy of the 1962 Handbook was in each Participant's kit along with samples of other Women's Bureau publications.

***A copy in each Participant's kit.

In the population, middle-aged men were outnumbered by middle-aged women by 1 million. However, since 95 per cent of these men were in the labor force, they exceeded their women counterparts there by more than 10 million. There were roughly 2 middle-aged men in the labor force for each middle-aged woman, the same ratio of men to women as that found in the labor force as a whole.[2]

Most of these men in the labor force have been there for many years and will continue there until retirement, death, or illness ends their stay. But, as we are constantly reminded, many women are less permanently attached to the labor force, and move in and out. A full-time homemaker in June may have been a single stenographer in February. A widow sitting at the cafeteria cashier desk in October may have been working exclusively in her home before her husband's death just before Easter. Because of this movement into and out of the labor force, a much larger number of women are in the labor force in the course of a single year than are found there at any one time. The figures for the year 1963, for instance, show that 53 per cent of all women aged 35-44 and 59 per cent of all women aged 45-54 were in the labor force at some time during that year. For all women 14 years of age or over, the rate was 47 per cent.[3]

The report does not tell us how many of the middle-aged women who were not in the labor force at all in 1963 were engaged in full-time homemaking. But it does report that for all women 14 years of age and over 26 million were not in the labor force because of household responsibilities. They were outnumbered by the 32 million who were in the labor force at some time during the year. At first glance, these figures may imply that the work women do in their homes is far outweighed by their work in the labor force. But then we note that less than 12 million of those who were in the labor force in 1963 were employed there full time the entire year (50-52 weeks). We can also assume that the nearly 19 million wives included among the women in the labor force had homemaking responsibilities for others. These 19 million women plus the 26 million homemakers who were not in the labor force in 1963 total 45 million. If we also added the large number of widowed, divorced, separated, and single women in the labor force who make a home for other persons besides themselves, we see that homemaking still far outstrips all paid occupations combined as a work outlet for women.

Among full-time homemakers, among women in the labor force, and also among the 5 million women occupied as full-time students in 1963 there was an unknown but large number of women devoting an unknown number of hours to unpaid volunteer work. Although probably 4 out of 5 women perform some volunteer activity in the course of a year, Maxine Davis has estimated that there are about 5 million women, each of whom works in 4 different volunteer organizations, ostensibly devoting much of their working time to such tasks.[4] She also suggests that women outnumber men as volunteer workers by 3 to 1. We need to know much more about volunteer work among middle-aged women and its relationship to homemaking and paid employment in the labor force if we are to counsel such women realistically.

There are many factors that affect the transfer of women's energies from work in the home or in unpaid volunteer work to work in the labor force. We shall have time to note here only the most potent and obvious ones: marital and family status. The difference marital status makes in the labor force participation of all women 14 years of age and over, and particularly in that of the middle-age groups of women, is shown clearly in the following figures taken from the President's latest manpower report.

Table 1

Women's Labor Force Participation by Marital Status and Selected Age Groups, United States, March, 1964*

Marital Status	Per Cent in the Labor Force		
	Years of Age		
	14 and Over	35-44	44-54
Single	41	83	75
Married, Husband Present	34	39	45
Widowed, Divorced, or Separated	39	64	70

*Source: U.S. Department of Labor, Manpower Administration. "Statistical Tables on Manpower." A reprint from the Manpower Report of the President, March, 1965. Washington: U. S. Government Printing Office, 1965, Table B-2.

The presence of children, a powerful deterrent among younger women, also keeps many middle-aged women out of the labor market. To see this effect, we return to the more detailed data gathered in the 1960 Census. At that time, 78 per cent of all single women aged 35-44 and 76 per cent of those aged 45-54 were in the labor force. But among women ever married, the proportion ranged from 21 per cent among women aged 35-39 with one or more children under six, to 64 per cent among childless married women in this same age group. The detailed figures are given below in Table 2.

Table 2

Labor Force Participation of Ever-Married Middle-Aged Women According to Children Ever Born, United States, 1960*

Age	Childless	Per Cent in Labor Force All Children Over 24	Youngest Child in Age Group 18-24	12-17	6-11	Under 6
35-39	64	58	60	54	39	21
40-44	61	55	54	50	37	22
45-49	56	51	49	45	33	25
50-54	51	45	42	39	30	30

*Source: U. S. Department of Commerce, Bureau of the Census. U. S. Census of Population 1960: Employment Status and Work Experience. Washington: U. S. Government Printing Office, 1963. Adapted from Table 8.

Work Settings

Our cursory view of the three major areas in which women work, *e.g.*, their homes, the labor force, and voluntary pursuits, has given us some clues to the variety of settings in which women labor to produce goods and services. But since women as compared with men express more interest in their work environment when queried about what is important to them in an occupation, we shall look at their work settings in more detail.

The homes in which women carry on their homemaking tasks vary as widely as the work environments of women in the labor force. Housing statistics, home economics research, studies of families, all confirm this variety. The home setting is affected by innumerable factors, among which the more obvious are: the number, ages, and activities of members of the family; size, type, and location of residence; household equipment and other features in turn affected by family income and personal preferences of family members. An essential element in the background of a counselor of middle-aged women is an understanding of this variety, which will help her to visualize the counselee's present home setting as well as the experience she has gained at home during her earlier years.

Volunteers, too, work in a variety of settings including: schools, hospitals, libraries, playgrounds, museums, board rooms, social agencies, churches, railroad and bus stations, political headquarters, and the homes of others. A counselee who is uncertain about her choice of occupation when she enters or reenters the labor force may be helped by volunteer as well as paid work in the settings in which the occupations she is considering are carried on. The counselor who has a broad knowledge of volunteer work settings in her community is also better able to help counselees evaluate the significance of their volunteer experience in the labor market. Let us turn now to the settings in which women work in the labor force.

The work environment of a woman in the labor force is determined by her type of employer and the industry in which she works, *e.g.*, the nature of the product or service which she produces or helps to produce. Her type of employer is indicated by what the Census terms her "class of work," *e.g.*, whether she is self-employed, employed by government, employed as a wage or salary worker in private industry, or works as an unpaid family worker in a family business or enterprise (15 hours or more a week). In 1960, most employed women, 78 per cent, were private wage and salary workers; 15 per cent were government workers; 5 per cent were self-employed; and 2 per cent were unpaid family workers.[5] Among men, self-employment was much higher, nearly 16 per cent, with smaller proportions in private wage and salary work, 73 per cent; government work, 11 per cent; and unpaid family work, less than 1 per cent.

The Census report also shows class of worker by occupation. If a counselee strongly prefers government work or self-employment, she will have relatively more opportunities for such employment in some occupations than in others. The proportion of government workers in 1960 was highest among teachers (84 per cent), librarians (68 per cent), social, welfare and recreation workers (65 per cent). Besides women self-employed as proprietors of a variety of stores and other business establishments, the Census indicates that 45 per cent of women hairdressers and cosmetologists, 44 per cent of women musicians and music teachers, 40 per cent of women lawyers were self-employed. By contrast, self-employed women comprised less than 1 per cent of the women working as office machine operators, telephone operators, dietitians, and as medical or dental technicians. Illustrating the use of this type of information in counseling, Participant Helen Prociuk investigated the avenues leading to self-employment in a beauty shop for a middle-aged counselee on relief in the District of Columbia, including the availability of training, the financing involved for and during training, and assistance from the Small Business Administration in opening a beauty shop.

If work environment is of paramount importance to a counselee, as much attention should be given to her choice of industry as to her choice of occupation. The stenographer who works in a department store, for example, finds her work atmosphere very different from that of a stenographer in a lumber mill, a law office, or a bank. For information on the industries in which middle-aged women are employed in large numbers, we return again to the 1960 Census for fullest detail. Educational services rank first, with medical and other health services, second, and private households, third, among both age groups, 35-44 and 45-54. In fourth and fifth places for the younger group are eating and drinking places and general merchandise and variety stores. For the older group, this order is exactly reversed. The manufacture of apparel and other fabricated textile products ranks sixth among both age groups, with another manufacturing industry---electrical machinery, equipment, and supplies ranking next for the younger group but tenth for the older one. Food and dairy product stores were in seventh place among the older women and in eighth place among the younger group.

For both groups, Federal public administration ranked ninth, while insurance and real estate was in eighth place among the older women and in tenth among the younger.

An industry may employ middle-aged women in large numbers along with large numbers of younger women. But certain industries, regardless of the number of their employees, have a high proportion of middle-aged or older women employees. Noting that the median age of women employed in all industries in 1960 was 40.4, we find the following industries in which the median age for women was 45.0 or over:

Postal service
Hotels and lodging places
Apparel and accessories stores
Railways and railway express services
Private households
Welfare, religious and membership organizations

Occupations

Now, let us look at the occupations of middle-aged women. It is in occupational terms that women usually express their work interest to the counselor, and it is in occupational categories that most of our tools of individual analysis in vocational guidance are expressed. Like a Procrustean bed, the counselee's and the counselor's limited knowledge of occupational possibilities may constrict and handicap the search for a suitable position. Many middle-aged counselees have been out of the labor force for many years and are uninformed about the changes in the occupations they once engaged in. There is a special need for broadening their outlook in a panoramic way and also for deepening their knowledge of the particular occupations in which they express interest.

Before examining the occupations of middle-aged women in the labor force, let us remind ourselves once more that homemaking is not only the largest occupation of women, but that the number of women engaged in it outnumber the women engaged in all other occupations combined. Let us remember, too, that in addition to the unpaid family workers reported in the Census who help produce on the family farm or in another family business, there are an untold number of homemakers who help other family members carry on their occupations. The wives of clergymen, politicians, salesmen, business executives, college faculty, skilled tradesmen who have their workshops at home, physicians, and countless others often have a second unpaid occupation as aide or helper to their husbands, as they handle telephone messages, keep records, send out bills, type, obtain or supply information, entertain associates, or perform a variety of other tasks. A husband's occupation may affect a wife's availability for other work in other ways. The wives of members of the Armed Services, for example, are faced with problems of frequent transfer as well as with financial problems arising out of early retirement. Participant Cherrye Lucas investigated services available to help Army wives, described the case of an Army wife counselee, and explored library work as a suitable outlet. A knowledge of homemaking as an occupation in its infinite variety, and with its related occupational tasks, is essential to the counselor attempting to help middle-aged women.

So, too, is a knowledge of volunteer occupations.* Here, too, the counselor, busy with her own work and all its professional relationships, may visualize volunteer activities only in terms of her own experience. She may forget that among women volunteers there is also a wide range of occupations, from those who manufacture clothing and hospital supplies to those who sell in an auxiliary shop, from those who promote a political candidate to those who chauffeur for social agencies, from those who plan as members of an executive board to those who serve children in a school lunchroom. Relating experience in such occupations to experience in related occupations in the labor force is one of the challenges faced by every counselor of middle-aged women. Unfortunately, there is almost no published material to help her. Perhaps she can persuade some women volunteers to undertake this task in her community with the help of personnel classification workers or occupational analysts in the public employment services.

Now let us turn to the major occupation groups of our middle-aged women as compared with middle-aged men and with all men and women of working age. Table 3 shows the percentage distribution in 1964.

---

*See infra, work of Viola H. Hymes and of Marjorie Bell.

Table 3

Occupation Group of Employed Persons in Selected Age Groups, United States, Annual Averages, 1964

	Women Aged			Men Aged		
	14 Years and Over Per Cent	35-44 Per Cent	45-54 Per Cent	14 Years and Over Per Cent	35-44 Per Cent	45-54 Per Cent
Total	100	100	100	101**	100	100
Clerical and Kindred Workers	31	31	26	7	7	6
Service Workers, exc. Private Household	15	16	16	7	5	6
Operatives and Kindred Workers	15	19	17	20	20	19
Professional, Technical, and Kindred Workers	13	12	13	12	14	10
Private Household Workers	9	6	8	*	*	1
Sales Workers	7	7	9	6	5	5
Managers, Proprietors, and Officials (except Farm)	5	5	7	14	16	18
Farm Workers	3	3	3	8	5	7
Craftsmen, Foremen, & Kindred Workers	1	1	1	19	22	22
Laborers, exc. Farm and Mine	*	*	*	8	6	6

* Less than 1 per cent
**Exceeds 100 due to rounding of components.

Source: U. S. Department of Labor, Bureau of Labor Statistics. Labor Force and Employment in 1964. By Susan S. Holland and J. Ross Wetzel. Special Labor Force Report #52. Reprinted from Monthly Labor Review, March, 1965. Calculated from Tables C-6 and C-8.

The predominance of clerical work among women remains clear in this latest annual report which shows women clerical workers almost outnumbering women employed in the next two largest groups combined: operatives and service workers outside private households. Men continue to be much more evenly distributed, with operatives and the skilled group of craftsmen and foremen tying for first place, and the managerial group in third place. Among women 45-54, there is a noticeable drop in the proportion engaged in clerical work, which nevertheless is the leading employer of these women, too. In sales work, managerial work, and private household service, employment of these women is proportionately higher than it is among women aged 35-44, while in semi-skilled operative work, it is lower. But, on the whole, the major occupational group distribution of middle-aged women parallels that of all women and shows similar contrasts with the distribution of their male counterparts.

More significant than age in its effect on occupation is the powerful factor of education. The occupations of women college graduates show a very different distribution from that of high school graduates, who in turn differ markedly in occupation from women whose education was limited to elementary school. Looking up the 1960 Census statistics on our middle-aged group, we find that 77 per cent of women aged 35-44 and 79 per cent of women aged 45-54 in the labor force who had completed four or more years of college were in professional, technical, or kindred work. Among those whose education was limited to high school graduation, clerical and kindred work led, absorbing 48 per cent of those 35-44 and 44 per cent of those 45-54. Among those who had completed only eight grades of schooling, semi-skilled work as operatives led with 41 per cent of the younger and 33 per cent of the older middle-aged group. Operatives also comprised 38 per cent and 35 per cent respectively of the women of these two age groups in the labor force who had failed to complete elementary school.[6]

Special Table

Prepared by Participant Wandalyn Hiltunen

Largest Occupations of Employed Women in Age Groups 35-64 Compared to
Largest Occupations of All Employed Women, United States, 1960**

Rank	Detailed Occupation	Women Aged 14 & Over Thousands Employed	Median Age	Women Aged 35-44 Thousands Employed	Rank	Women Aged 45-54 Thousands Employed	Rank	Women Aged 55-64 Thousands Employed	Rank
	Total	21,156	40.4	4,998		4,686		2,728	
1	Secretaries	1,423	34.5	326	2	238	4	109	4
2	Saleswomen, retail	1,394	43.4	334	1	370	1	212	1
3	Private household workers	1,151	45.4	249	3	281	2	208	2
4	Teachers, elementary	860	44.6	170	6	248	3	144	3
5	Bookkeepers	764	39.0	200	4	165	5	80	5
6	Waitresses	713	34.2	181	5	113	9	40	13
7	Nurses, professional	567	39.1	137	8	121	7	63	8
8	Sewers and stitchers, mfg.	533	42.3	142	7	139	6	74	7
9	Typists	496	29.1	91	13	65	16	29	24
10	Clerical workers, mfg.	387	37.5	95	9	78	10	37	18
11	Cashiers	370	36.8	93	10	69	12	32	20
12	Cooks, except private household	362	47.5	93	11	117	8	74	6
13	Telephone operators	339	36.0	64	22	66	15	39	14
14	Babysitters, private household	322	25.7		*		*	44	10
15	Attendants, hospital and other institutions	289	41.7	66	21	65	18	37	17
16	Clerical workers, public administrative	284	42.2	91	14	69	13	38	16
17	Laundry and dry cleaning operators	274	42.6	73	18	70	11	39	15
18	Apparel and accessory operators	274	40.6	77	17	65	17	32	20

(Continued)

Rank	Detailed Occupation	Women Aged 14 & Over Thousands Employed	Median Age	Women Aged 35-44 Thousands Employed	Rank	Women Aged 45-54 Thousands Employed	Rank	Women Aged 55-64 Thousands Employed	Rank
19	Hairdressers and cosmetologists	271	39.4	93	12	57	24	21	30
20	Clerical workers, wholesale and retail	271	38.6	66	20	58	22	28	22
21	Packers and wrappers	268	39.2	81	16	59	20	24	26
22	Assemblers	267	39.4	90	15	58	21	22	29
23	Stenographers	258	33.0	53	23	40	29	22	28
24	Clerical workers, finance, insurance and real estate	248	33.3	44	26	44	26	24	26
25	Teachers, secondary	245	44.1	51	24	67	14	42	12
26	Office machine operators	225	30.8	48	25		*		*
27	Checkers, except inspectors, manufacturing	216	41.6	71	19	57	23	24	26
28	Practical nurses	200	48.4	40	28	50	25	46	9
29	Self-employed, proprietor, retail trade	184	50.0	43	27	65	19	44	11
30	Kitchen workers, except households	180	43.9	38	30	41	28	32	20
*	Chambermaids and maids, except private household		44.6	39	29	43	27	30	23

* Does not rank among the largest occupations for the age group

** Source: United States Department of Commerce, Bureau of Census. United States Population: 1960: Occupational Characteristics. Washington: Government Printing Office, 1963. Table 6.

Within each of the major occupational groups are a variety of detailed occupations. A few of the leading occupations of middle-aged women were noted and discussed. Later, Participant Wandalyn Hiltunen prepared a list of occupations in which the median age of women in 1960 exceeded 50 and also a list of the 30 largest occupations not only for the groups aged 35-44 and 45-54, but also for the succeeding age group 55-64. She also compared their rank among women in each of these age groups with their rank among all employed women.

Participants Evelyn Marshall and Celess McLester in a joint project developed and analyzed additional census data on secretarial work, using charts to show age, earnings, and other distributions. They noted that women secretaries with only a high school education compare favorably in earnings with secretaries who have college training. Another Participant, Lura Herzog, studied and described the features of secondary school teaching that are often overlooked by middle-aged women who seek to utilize their earlier specialization in a subject field in high school teaching.

The Census does not supply figures on the many small, specialized occupations included in its detailed categories. Counselors always need to supplement these overall data with information obtained in special studies of particular industries or occupations and of the particular groups of women from whom their counselees are drawn. The well-known studies of Radcliffe Ph.D.'s and of Bryn Mawr alumnae are examples. Some colleges follow their last year's graduates each year and all alumnae periodically. An unpublished June, 1965, report from Director of Guidance and Placement Mary Lichliter, of Lindenwood College, for instance, supplies preliminary information from a survey of the classes of 1919 through 1951. Seventeen per cent of those who replied had reentered the labor market after some absence, the average age at return being 42. Alumnae graduated after 1936 appear to be returning at an earlier age than those graduated earlier. Although 3 out of 4 became teachers, others were in such occupations as: book store owner, manager and secretary-treasurer of a feed and supply house, a partner in a Dairy Queen, assistant society editor, TV producer and writer, United Nations document librarian, and public relations director of a bank. The Women's Bureau and the National Science Foundation have conducted or sponsored follow-up studies of recent college graduates on a national basis. However, only one follow-up study---of alumnae graduated by four colleges 15 years earlier---has been done in recent years by the Women's Bureau which supplies information on the activities of middle-aged women.[7] More representative and comprehensive follow-up studies of this type are needed to fill in the gaps in our Census and other data. Studies of high school graduates twenty years later comparable to that completed in Wisconsin by Dr. J. W. M. Rothney in his 5 years later follow-up study would make possible comparisons between middle-aged, high school-graduated men and women.[8]

Income from Work

The income women derive from their work is basic in most of their employment decisions, although other factors for some may weigh heavily, too, or even outweigh the income factor. The woman who seeks a position in the labor force is offered a certain wage or salary. But, to estimate the net increase in her income if she takes the position, she must subtract not only the financial outlays her employment involves, but the possible reduction in the real income for herself and her family she produced in the home. We noted earlier how difficult it is to measure this income.

Some economists suggest equating each housewife to an average general household worker and valuing her services at the going rate for such work. But home economists have been working toward a more accurate yardstick. For New York State, Kathryn E. Walker has developed standard work units for the six major areas of household work that account for 78 per cent of the time spent on household chores: meal preparation, dishwashing, regular care of the house, washing, ironing, and physical care of the family.[9] A standard work unit is the amount of work an average homemaker under average conditions accomplishes in one hour. These work units make it possible to measure the number of hours a homemaker in a given family under given circumstances would on the average require to perform three-fourths of her home work load. Another home economist, Dr. Marie Gage, has applied the going rates for each type of household service to the number of hours for each type of work as measured in these standard work units to estimate the weekly inputed income of a homemaker.[10] The result, of course, is a minimum, since it does not include such chores as planning, managing, budgeting, shopping, instruction of other family members, and other homemaking tasks more difficult to measure and to find substitute help to perform. Ultimately, however, it should be possible to estimate accurately in monetary terms the income produced by a given homemaker as well as by others who augment the family income by performing household services of various kinds.

The monetary value of the volunteer worker's contribution to others through the goods and services she produces is seldom even estimated, although it is easier than a homemaker's to measure in terms of paid substitutes. But it would help a woman considering large-scale volunteer work or its abandonment in order to enter the labor market to assess the economic value of the volunteer work, the financial outlays volunteer work entails, and any reducation in the real income of her family involved in the diversion of some of her work from home to outside pursuits. There are often prerequisites enjoyed in connection with volunteer work that likewise should be considered.

On women in the labor force, we have more adequate data on the income they derive from their work there. The major primary sources are the U. S. Department of Commerce, especially the Bureau of the Census, and the U. S. Department of Labor, especially the Bureau of Labor Statistics. The regional offices of the latter have mailing lists which enable counselors to keep informed on current wage surveys in their localities. Of course, these earnings data obtained from employer records and payrolls are more accurate than those obtained by the Census method from individuals interviewed in their homes. But the Census data enable us to compare earnings in many detailed occupations over long periods of time. There are, of course, other valuable sources of data on particular industries and occupations. The National Education Association's periodic reports on teachers' salaries is but one example. The Women's Bureau in its biennial Handbook summarizes information on earnings of women. The most recent Bureau summary was prepared in connection with its promotion of equal pay legislation.[11]

The 1960 Census gives us the range of wage or salary income as well as the median for each detailed occupation for the year 1959, by sex and age.[12] The median in 1959 for women aged 35-44 was $2,466, less than half that for men of the same age group, $5,461. For women aged 45-54, it was $2,576, as compared with the nearly double figure, $5,112, for men in the same age group. For those in professional, technical, and kindred occupations, the medians were considerably higher: $3,744 for women aged 35-44 and $4,204 for those aged 45-54 as compared with $7,756 and $7,854 respectively for their male counterparts.

In interpreting these figures it is essential to remember that they are based on all those in the experienced labor force regardless of the number of hours they worked each week or of how many weeks they spent there. Later, we shall see how much less time women give to their work in the labor force as compared with men. There is a separate table showing by occupation the earnings of those who worked 50 to 52 weeks in 1959, but this table does not supply the statistics by age that concern us here, and it, of course, includes part-time workers who work the year around. Nevertheless it is interesting to note that the earnings of women who worked the year around were still much lower than those of their male counterparts. The median earnings in 1959 for all women in the experienced labor force were $2,576, for men, $5,112. For those who worked 50-52 weeks, the medians were $3,118 and $5,307 respectively.

Education exerts a powerful influence on earnings, both in the effect we observed earlier in determining occupation and in its effect on the level of earnings within an occupation. The Census reports earnings by years of school completed by sex and occupation but not by age, except in a special volume confined to the earnings of men. In interpreting earnings information for particular occupations counselors need to allow not only for differences in time worked, but also for differences in education, specialization, and experience. The biennial studies of the salaries of chemical scientists by the American Chemical Society are outstanding in supplying data of this sort. These enable us to compare the earnings of women and men of similar education and experience in the same specializations.[13] The 1962 survey showed that women consistently earn less than men in chemistry at all levels of experience. Only among bachelor degree holders with one year of experience were the salaries of men and women the same---$6,000. Differences were most pronounced at the Ph.D. level.

Counselors also need to remember that earnings of most workers in the United States have been increasing at an average rate of 4 to 4½ per cent annually in recent years. Because earnings data are often outdated and because earnings vary widely from place to place, it is advisable to check locally ongoing rates where earnings are a major factor in an immediate decision. Local employers and employment and placement services are the available sources to contact.

Time Worked

Next, let us look at the time women work both in their homes and outside. On volunteers, again, we have virtually no information. We know that some work virtually full time, and others only a few hours a week. Some work the year around, while others volunteer for only short projects as, for instance, soliciting for the United Fund or other campaigns. The greater flexibility in time and scheduling makes volunteer work more feasible than paid employment for some women. It should always be considered with counselees whose motivation to work outside their homes is primarily one of service. Participant Ruth Cummings, following interviews with five representatives of District of Columbia agencies supplying or utilizing volunteers, concluded that volunteers perform essential work and that many women could find satisfaction in such work instead of in paid employment.

Much has been written about the time homemakers spend on their homemaking tasks. But there has never been a nation-wide, representative sample study. Some reputable writers are incorrectly quoting as representative and current figures from a mimeographed 1944 report of the Department of Agriculture which summarized information obtained from certain groups of homemakers in several states in the late 1920's and early 1930's. Recent but scattered studies indicate wide variations in the amount of time homemakers spend on various tasks. They reveal that a kind of Parkinson's law seems to operate, according to which the more time a homemaker has available to her, the more time she gives to these tasks she enjoys doing. Although most homemakers are on call for exercise of their home responsibilities twenty-four hours a day, seven days a week, full-time non-employed urban homemakers on the average do not spend more than eight hours a day on home tasks. Those with children under 3 tend to have longer hours and rural homemakers usually work at home tasks longer than their city sisters. Studies also indicate that employed homemakers complete their home tasks in less time, using short cuts. They also use more help from other members of the family or hire help. There is no evidence that they neglect their homes. They do not necessarily add their labor force work time to a forty-or-fifty hour week of homemaking chores as a sociologist addressing counselors recently suggested that women who enter the labor force must do. Participation by women there, as we noted earlier, is lessened by home responsibilities as indicated by marital and family status.

The work units developed for New York State homemakers discussed earlier make it possible for homemakers to assess their major home tasks, checking their time against that spent by an average homemaker on similar tasks.

Homemakers, today, also have ample help in the form of suggestions on how they can manage their household tasks more efficiently, in less time.[14,15] Participant Ruth Nelson arranged for interested Participants to visit the home economics laboratory of the U. S. Department of Agriculture at Beltsville, Maryland, to observe work along these lines. Economist Hazel Kyrk has observed that some homemakers have hours too short and others too long and that every homemaker goes through both stages over a period of time. She reviews the forces tending to increase or to decrease the hours women give to homemaking and to gainful employment, concluding that those tending to reduce the time cost of homemaking and the time cost of gainful employment are greater than the forces tending toward their increase.[16]

However much of the time on home tasks may be reduced, it will continue to be a major factor in the decisions of women to work outside their homes and in their choice of occupation and workplace. A World War II study of women factory workers by the Women's Bureau concluded that home responsibilities do limit the hours women will and can work outside. Even in wartime these women would not work longer than 48 hours a week outside their homes for any extended length of time. A 40-hour week was the preferred maximum.[17]

Continuing evidence is produced by periodic reports on time worked by women in the labor force. Of the 32 million who worked there at some time during 1963, only 47 per cent worked the year around, *e.g.*, 50-52 weeks, as compared with 70 per cent of the men. Thirty-two per cent worked only a half year or less.[18] For statistics on middle-aged women, we return to the 1960 Census. A higher proportion of these women, 47 per cent for those aged 35-44 and 51 for those aged 45-54, worked 50-52 weeks as compared with all women employed that year, for whom the rate was 42 per cent.[19] Relatively fewer worked a half year or less, the figures being 25 and 20 respectively for the middle-aged groups and 31 per cent for all employed women. Nevertheless, their middle-aged male counterparts outworked them in the labor force by a considerable margin. Seventy-six per cent of the men aged 35-44 and 73 per cent of those aged 45-54 worked the year around. For all men, the rate was 65 per cent.

Marital status is a powerful factor here, as indicated in further Census data from the same volume. For example, more than two thirds (67 per cent) of single employed women aged 35-54 worked the year around in 1959 as compared with 62 per cent of those divorced, 54 per cent of those widowed, 50 per cent of those separated, and 44 per cent of those married and living with their husbands. The last group of wives also showed the highest proportion, 27 per cent, of women working a half year or less. This proportion was lowest, 7 per cent, among single women.

Education, on the other hand, exerts comparatively little influence on the number of weeks women work in the labor force, although among men, the more education, the higher the proportion who work the year around. Women high school graduates aged 35-54 who were employed in 1959 had the highest proportion working the full year, 55 per cent. Among middle-aged high school drop-outs the rate was 48 per cent, and among middle-aged college graduates, 37 per cent. The large number of teachers on nine-months contracts may explain at least in part this low rate for women college graduates.

Changing residence, however, does affect the time a woman spends in the labor force in the course of a year. Only 39 per cent of the women aged 35-54 employed in 1959, who had moved to a different state during the preceding five years, worked the year around, as compared with 50 per cent of those who had resided in the same house during those years. Men were less affected, the comparable figures being 71 per cent as compared with 77 per cent.

But, the number of weeks worked during the year is only one measure of the time spent there. The number of hours worked during the week is another. According to the President's 1965 Manpower Report, nearly one third, 32 per cent, of the women who worked in the labor force at some time during the year 1963 worked only part time, *e.g.*, less than 35 hours a week. For men, the figure was 13 per cent.[20] The 1960 Census found 25 per cent of employed women aged 35-54 working part time as compared with less than 7 per cent of their male counterparts.[21] Again, we see the marked effect of marital and family status. Only 12 per cent of these employed middle-aged women who were single worked part time as compared with 29 per cent of the wives. Among the middle-aged employed wives with children under 18, the proportion rose to 33 per cent and even higher, 39 per cent, for those with children under 6.

So far we have looked at the amount of time women spend on their work in the home and outside in the course of a week and in the course of a year. But counselors who encourage counselees to take the long view, to consider long-run effects as well as immediate circumstances and problems in their planning must know all they can about the number of years women work and the changes in their work that are likely to occur over their life span.

Changes Over Time

Some pertinent observations have already been made: That the hours required by the average homemaker to perform her tasks are likely to vary from one extreme to another in the course of her life-time, and that this and other influences are reflected in the differences in labor force participation rates of men and of women. But let us now look at the latest data on life spans and on work-life in the labor force.

Table 4

Years of Life and Work-Life Expectancy at Birth, United States, 1900-1960*

	MEN			WOMEN		
Year	Life Expectancy	Work-life Expectancy (in Labor Force)	Outside Labor-Force Expectancy	Life Expectancy	Work-life Expectancy (in Labor Force)	Outside Labor-Force Expectancy
1900	48.2	32.1	16.1	50.7	6.3	44.4
1940	61.2	38.3	22.9	65.9	12.1	53.8
1950	65.5	41.9	23.6	71.0	15.2	55.8
1960	66.6	41.4	25.2	73.1	20.1	53.0

*Source: U. S. Department of Labor, Office of Manpower, Automation, and Training. Changing Patterns of Working Life. By Seymour Wolfbein. Washington, D. C.: The Office, August 1963. Pages 10, 13.

The life span of men and of women has been lengthening, but at a faster rate for women than for men. The likelihood and extent of widowhood has increased for women, as well as the number of years their husbands will spend at home following retirement. Work-life expectancy, as measured by years in the labor force, has increased for women at an even faster rate than their life expectancy. But for men, the more gradual increase up to 1950 has been reversed, ostensibly due to earlier retirement from the labor force by older men and more full-time schooling among younger men. These figures, of course, show expectancy at birth under conditions characteristic of the year for which the expectancy is given. We all know that the longer one lives, the greater are one's chances of exceeding these birth-time expectancies. Similarly, for those already in the labor force, expectations for continuing there extend beyond the limit predicted for those not in the labor force, especially for new-born babies. For instance, under 1960 conditions, men aged 35 could expect to live to be 71 years of age and to work until age 64, spending 29 additional years in the labor force and 7 more years outside it. At 45, they could expect to live to be 77, and to work until age 65, spending 20 more years in the labor force.

We do not have this kind of detail for women, under 1960 conditions, although new tables on women's work-life in the labor force should be available soon. Meanwhile, 1950 data show how the woman's being in the labor force affects her future participation there, and, also the tremendous effect of marital and family status. In 1950, when the work-life-in-the-labor-force expectancy of all women at birth was only 15 years (as compared with 20 in 1960), that for older women is shown below.

Table 5

Years of Work-Life Expectancy of Women at Certain Ages by Marital Status, United States, 1950*

Age	All Women	Single Women	Ever-Married Women	Widowed, Divorced, Separated Women
20	14.5	15.1	12.2	24.1
35	9.4	20.6	8.4	15.9
45	6.1	14.1	5.4	9.7
55	3.2	7.8	2.8	4.6

*Source: U. S. Department of Labor, Bureau of Labor Statistics. Tables of Working Life for Women, 1950. By Stuart H. Garfinkle. Washington: Government Printing Office, 1957.

For women already in the labor force, comparable figures were increased. For example, women aged 55 in the labor force would average 11.3 additional years there under 1950 conditions. Single women in the labor force at the age of 55 on the average could anticipate 12.1 more years.

The report suggests that married women re-entering the labor force at 35 or later who have no more children will probably resemble childless wives already in the labor force, insofar as their future expectancy there is concerned. The figures for such wives under 1950 conditions were as follows:

at age 35, 19.8 more years in the labor force
at age 45, 14.1 more years in the labor force
at age 55, 10.3 more years in the labor force

These 1950 figures, although they will undoubtedly be considerably increased to reflect 1960 conditions, nevertheless give us an idea of the minimum number of years an average woman will spend in the labor force, if she is already there or if she enters it at a certain age. But more data on labor-force-work-life expectancy by marital and family status, and by education and occupation, would make these statistics more useful in counseling. We also must remember that they reflect participation in the labor force during the course of a year, not the amount of time actually worked there. They include temporary and part-time workers as well as women employed full time the year around.

The changes every individual makes in the nature of his work over a life-time have stimulated attempts to derive "career" patterns, where career is defined as the course of one's work life. Following intensive study of the work histories of a selected sample of men in various occupational groups in Ohio and subsequent research, Sociologists Delbert Miller and William Form have described five periods in the lifework pattern of a "typical" worker: preparatory, initial, trial, stable, and retirement. The initial, trial, and stable stages represent the "active work life," which, according to the authors, includes tasks of household maintenance, child rearing, and work for organizations, as well as employment. The initial period, which begins when the individual takes his first position in the labor force, usually while still enrolled in school, ends when he terminates full-time schooling and takes a full-time position. From this trial stage, he enters the stable stage only after he has held the same position three years or more. These stages are characteristic of the male worker and the "career woman." The authors note the intermittent character of most women's work in the labor market and refer to Sociologist Llowell J. Carr's description of eight periods in the life of a typical housewife: preparatory, transitional or mixed (dating and working), marriage (withdrawals from labor market and establishment of home), marriage adjustments, settled domesticity, divided interests (re-entry into labor market), retirement and widowhood. Dr. Miller and Dr. Form, however, believe that as more married women enter the labor market, the three periods of active life now characteristic of the average man and the career woman will become common to all.[22]

Differences in the careers of managerial, professional, clerical, skilled, semi-skilled, and unskilled and domestic workers are described, and the pattern of a typical worker in each occupational group is presented. These sociologists also indicate the forces that locate workers at various occupational levels as: social background, native ability, historical circumstances, and acquired personality traits. By the time a man reaches 35 or 40, these forces often achieve an equilibrium and what the occupational history is from 35 to 60 years becomes an index of whatever stability the worker will experience. We must note here that during the period when a typical man is experiencing stability, a woman who enters or re-enters the labor market at 35 or later is likely to be in the trial period there and in the "divided interests" stage as a homemaker, according to Carr.[23]

Both the wife and the husband in a family need to see their work-life patterns in relation to each other's and also in relation to the stages of their family life. Evelyn Duvall draws a mid-century profile of a mother at various ages in relation to the eight stages in a family's life cycle based on Glick's analysis and charting of vital statistics indicating family life cycles: family beginning (2 years), childbearing (2½ years), pre-school children (3½ years), school children (7 years), teen-agers (7 years), launching center (6½ years during which all children leave), middle years (13½ years until retirement), aging (16 years, until death of both spouses).[24] According to this profile, the average woman who marries at 20 and bears her last child at 26 is in the teen-age stage of the family at age 35.5, is 47.6 years old at the empty-nest stage, and 61.4 years old at the death of her husband, and remains a widow for nearly 16 years thereafter. We need more analyses of the work histories of women, including their work time as students, homemakers, volunteer workers, and members of the labor force. The scattered information we have almost defies patterning. Certainly work patterns among women are much more complex and varied than they are among men.

Psychologist Donald Super has suggested a classification of career patterns of women summarized below as follows:

> Stable homemaking career pattern---early marriage and no significant work experience.
>
> Conventional career pattern---work in the labor force followed by homemaking.
>
> Stable working career pattern---embarking on a career in the labor force which becomes her life work.
>
> Double-track career pattern---employment followed by marriage and continuing employment, with occasional time out for childbearing.
>
> Interrupted career pattern---employment followed by homemaking, with employment resumed after long interruption.
>
> Unstable career pattern---constant alternation of employment and full-time homemaking.
>
> Multiple-trial career pattern---a succession of unrelated positions with stability in none---no genuine life work.[25]

Using Dr. Super's patterns as a basis for departure, Dr. Mary Mulvey in a recent study of middle-aged women high-school graduates classified them into 12 groups.[26] She omitted the multiple-trial pattern and in each of the other Super groups in which homemaking and employment are both involved, she separated the women to whom "work" (defined as work in the labor force) was secondary from those to whom it was of primary importance. In Super's stable homemaking group and unstable group, work in the labor force was secondary for all. She added two groups, for both of whom work in the labor force was secondary: those performing "family affiliated work" and a "delayed" group who first entered the labor force in middle age after a long period of homemaking. Work in the labor force was considered to be primary only for those women whose occupational stability made the term "life work" applicable. Dr. Mulvey reported difficulty in classifying some respondents into appropriate patterns. The largest group of these 475 women, graduated by three Providence, Rhode Island, high schools in the period 1931 to 1938, were the 158 with a conventional career pattern, with work in the labor force secondary. The next largest were the 67 with interrupted careers and work secondary. Altogether nearly 3 out of 4 had patterns in which work in the labor force was secondary. The remaining fourth were distributed in descending numerical order among the following patterns: stable working (work primary), interrupted (work primary), double-track (work primary), and conventional (work primary). The latter were full-time homemakers who had worked with serious purpose before marriage and felt "forced" to give it up for homemaking.

Such analytical studies, labor force statistics, and our own experience as counselors of women confirm the fact that there is a core of women completely absorbed in homemaking and non-labor-force pursuits who will be pushed into the labor force only by calamity. There is another, much smaller core, permanently interested in work in the labor force, who will remain there until too old or too ill to work unless pulled away by some extraordinary circumstance. But the majority of women lie between these extremes, with work in the labor force of major interest at some stages of their lives and homemaking of major interest in others, especially and significantly in the two age-periods when men are becoming established in their work and when men are retired.

We also need to remember that there is a considerable amount of mobility within the labor force, from one position to another, from one occupation to another, from one industry to another, from one geographical area to another. Some of this change signifies advancement or progress; some, the reverse. Some of it does not alter status, being horizontal rather than vertical.

In an increasingly mobile society, changes are frequent. A recent study of position or job mobility of men under 1960 conditions indicated that an average man at age 20 would work 5¼ years in each of 6 or 7 positions he would average in his life time. An average 55 year old man at work would probably remain in the same position for 7 years or more.[27] A variety of mobility studies show greater mobility among younger people than among middle-aged groups, and among men than among women in the labor force. Changes are relatively fewer among professional workers then among those in other major occupational groups and relatively greater among workers in construction and trade than among those in other major industries. Although women in the labor force show less job mobility than men, some women are kept out of the labor force, and others who seek work there are limited in their choices there by the mobility and transferability of their husbands.

Omissions

In this necessarily limited view of some of the principal economic characteristics of middle-aged women significant in their counseling, we have omitted much that is important. There is a growing amount of data on family income, for instance, and on husbands' occupations and their effect on women's participation in the labor force. Some of this has been discussed by the sociologists participating in this program. We have also not even illustrated the wealth of data obtainable from the Census on such special groups of women as central city dwellers and rural farm dwellers, and on non-white, Negro, and foreign-born women.

Of course, the Census supplies little information on such special groups as the physically or mentally handicapped, for whom we turn for data to the Office of Vocational Rehabilitation, the U. S. Office of Education and the Public Health Service. Another special group of women needing counseling are those who emerge from our prisons, jails and reformatories. Participant Arline Coopersmith assembled available data on women in Federal prisons through the courtesy of the Department of Justice.

We have also not explored differences in economic characteristics of women in different regions, states, and in some metropolitan areas as compared with others. Participant Catherine Cutler assembled the significant Census data for the State of Maine and for the city of Bangor, in outlining the basic information she would need for an adult women's information and advisory center in Bangor, Maine.

Supply of Counselees and Counselors

Mrs. Cutler had earlier raised the question of a possible reduction in the future need for counselors of adult women, in view of the small depression-born group affecting the size of the middle-aged population in the coming years. Although a slight decline in Maine would take place, as noted in her analysis, estimates for the country as a whole soon dispelled the idea that there would be a dearth of middle-aged counselees on a population basis.

For the complete population pool of women ages 35-54, who numbered 23.7 million in 1964, we find the latest estimates for the future as follows:[28]

1970 - 23.7 million
1975 - 23.5 million
1980 - 24.2 million

The trend for these women to play an increasing role in the labor force is expected to continue, though at a slower rate. Cautious estimates from the Bureau of Labor Statistics on women aged 35-54 in the labor force, who numbered 11.3 million in 1964, are as follows:

1970 - 12.2 million
1975 - 12.2 million
1980 - 12.6 million

Obviously, the counselors who assist middle-aged women with their occupational planning and adjustments are not going to have a smaller source of counselees. However, the growing demand among women for this kind of help would more than offset any decrease in the number of middle-aged women. The major problem is one of adequately trained counselors to meet this growing demand. There is already an undersupply of persons trained to assist with educational and occupational planning at all levels. Participant Lillian Cofell assembled some data along these lines that indicate an alarming decrease in the supply of women counselors as compared with the demand. Participant Alma Biggers examined data on salaries of counselors made available by the U. S. Office of Education. Participant Lorena Matson reported on public employment service counselors. Before looking at other trends and reviewing the types of occupational and related information counselors need to counsel middle-aged women, let us try to bring ourselves up-to-date on the research going on about occupational decisions, planning, and adjustment.

REFERENCES

1. U. S. Department of Labor, Bureau of Labor Statistics. "Labor Force Projections for 1970-1980," Special Labor Force Report #49. By Sophia Cooper and Denis F. Johnston. Reprint from the *Monthly Labor Review*, February 1965. Table 1.

2. *Ibid.*

3. U. S. Department of Labor, Bureau of Labor Statistics. "Work Experience of the Population in 1963." Special Labor Force Report #48. By Samuel Saben. Reprint from the *Monthly Labor Review*, January 1965.

4. Davis, Maxine. *Get the Most Out of Your Best Years.* New York: Dial Press, 1960. Chapter 7.

5. U. S. Department of Commerce, Bureau of the Census. *U. S. Census of Population: 1960. U. S. Summary: Detailed Characteristics.* Washington: Government Printing Office, 1963.

6. U. S. Department of Commerce, Bureau of the Census. *U. S. Census of Population: 1960. Occupational Characteristics.* Washington: Government Printing Office, 1963. Calculated from Table 11.

7. U. S. Department of Labor, Women's Bureau. *Fifteen Years After College: A Study of Alumnae of the Class of 1945.* By Jean A. Wells. Washington: Government Printing Office, 1962. 26 pp.

8. Rothney, John W. M. *Guidance Practices and Results.* New York: Harper & Bros., 1958.

9. Walker, Kathryn E. *Homemaking Work Units for New York State Households.* Ithaca, New York: Cornell University Agricultural Experiment Station, December 1957. Memoir 353.

10. Gage, Marie Geraldine. *The Work Load and Its Value for 50 Homemakers, Tompkins Country, New York.* Ithaca, New York: Cornell University, September 1960. Ph.D. Thesis.

11. U. S. Department of Labor, Women's Bureau. *Economic Indicators Relating to Equal Pay.* By Jean A. Wells, assisted by Isabelle S. Streidl. Washington: Government Printing Office, 1963.

12. U. S. Department of Commerce, Bureau of the Census. *U. S. Census of Population: 1960. Occupational Characteristics. op. cit., supra* note 6.

13. Roethel, David A. H. "1962 Salaries - Up $1000," *Chemical and Engineering News.* 41:54-61, December 10, 1963.

14. Gilbreth, Lillian M., Orpha Mae Thomas, and Eleanor Clymer. *Management in the Home*. Second Edition. New York: Dodd, Mead, 1959.

15. U. S. Department of Health, Education, and Welfare, Office of Education. *Management Problems of Homemakers Employed Outside the Home*. By Mildred Weigley Wood in cooperation with Alberta D. Hill and Edna P. Amidon. Washington: Government Printing Office, 1961.

16. Kyrk, Hazel. *The Family in the American Economy*. Chicago: University of Chicago Press, 1953. *See also* her recent observation in *Potentialities of Women in the Middle Years*, ed. Irma Gross. Lansing, Michigan: Michigan State University Press, 1956.

17. U. S. Department of Labor, Women's Bureau. *Women's Wartime Hours of Work - The Effect on Their Factory Performance and Home Life*. Washington: Government Printing Office, 1947.

18. U. S. Department of Labor, Manpower Administration. "Statistical Tables on Manpower." Reprint from the *Manpower Report of the President*, March 1965. Washington: Government Printing Office, 1965. Table B-16.

19. U. S. Department of Commerce, Bureau of the Census. *U. S. Census of Population: 1960*. *Employment Status and Work Experience*.. Washington: Government Printing Office, 1963.

20. U. S. Department of Labor, Manpower Administration. "Statistical Tables on Manpower." *op*. *cit*., *supra* note 18.

21. U. S. Department of Commerce, Bureau of Census. *U. S. Census of Population: 1960*. *U. S. Summary: Detailed Characteristics*. *op*. *cit*., *supra* note 5.

22. Miller, Delbert C. and William H. Form. *Industrial Sociology*. Second edition. New York: Harper & Row, 1964. Chapter 13.

23. *Ibid*.

24. Duvall, Evelyn Millis. *Family Development*. Second edition. Philadelphia: J. B. Lippincott Co., 1962.

25. Super, Donald E. *The Psychology of Careers*. New York: Harper & Bros., 1957. Pp. 77-78.

26. Mulvey, Mary Crowley. "Psychological and Sociological Factors in Prediction of Career Patterns of Women," *Genetic Psychology Monographs*. 68:309-386, 1963.

27. U. S. Department of Labor, Manpower Administration. "Job Changing and Manpower Training." By Stuart Garfinkle. Washington: Government Printing Office, June 1964. *See also Mobility and Worker Adaptation to Economic Change in the United States.* By Herman Travis and others. Washington: Government Printing Office, July 1963.

28. U. S. Department of Labor, Bureau of Labor Statistics. "Labor Force Participation Projections for 1970-1980." *op. cit. supra* note 1.

CHAPTER III

OCCUPATIONAL DECISIONS, PLANNING, AND ADJUSTMENT

The range of views on the work roles of women and on why they work and the effects on their employment on other aspects of their lives have been widely discussed by economists, psychologists, sociologists and others. Although references on these subjects were included in the bibliography for this course, class discussion was limited to a brief survey of current knowledge and research about occupational decisions and adjustments and some of the considerations middle-aged women need to include in their occupational planning.

Theories and Comments on Occupational Choice and Development

Psychologist Donald Super, who, more than any other, has devoted his time and effort to research in vocational development, has attempted to classify the various theoretical formulations on vocational choice. He describes four types: trait and factor (matching individual differences in people with differences in occupations); social systems (relating choice to cultural goals); psychological (satisfaction of basic needs through work); and integrated cultural-psychological-dynamic (explaining both psychological and cultural factors).[1] Psychologist Robert Hoppock supplies the most comprehensive overview of theories and opinions on occupational choice in his textbook on occupational information.[2] He also presents his own pragmatic, composite theory: Occupations are chosen to meet needs intellectually perceived or only vaguely felt. Job satisfaction can result from a job that meets present needs or promises to meet them in the future. Vocational development begins with an awareness that an occupation can help to meet needs and progresses with capacity to anticipate how well a prospective occupation meets them. That capacity in turn depends on knowledge of ourselves, knowledge of occupations, and ability to think clearly. Occupational choice is always subject to change when we believe that a change will better meet our needs. Dr. Hoppock also quotes Psychologist Leona Tyler, an experienced counselor, as stating in 1962: "I have become more and more interested in the general process of choice and less inclined to elaborate theories about vocational choice." She chose two quotations from her 1961 book as expressing her current views: The whole development process is one of socialization.... A person reacts to /society's7 pressures and selects from its many alternative possibilities those that best suit his emerging self.[3]

Economist Eli Ginzberg in 1951 was the first to offer a formal statement of theory to which he devoted an entire book.[4] He declared that occupational choice is actually a series of irreversible decisions and compromises that usually take place at various ages in the lives of boys who go through a fantasy-choice period under the age of 11, a tentative-choice period between 11 and 17, and a realistic choice period between 16 and 18. Based on interviews with 7 sophomores and 3 seniors at Barnard College, he suggested that girls have a fantasy period and a tentative choice period ending at age 15. However, girls do not look forward to college to help them resolve occupational choice. For them, marriage and family are the central problems and they are more concerned with developing themselves than with preparation for work, although work may be subsidiary.

Sociologist Theodore Caplow is among those who accepted Ginzberg's formulation as tentative, but not final.[5] He questioned that all, or even many, individuals pass through the described periods and stages in a set order. The time at which a commitment is made will depend on cultural norms rather than on the strength of individual motivations. "Not until late in his career will the average man...sum up his total expectations with some degree of finality...." This ties in with the career pattern observations of Sociologists Miller and Form discussed earlier. The Ginzberg theory also implies a lack of flexibility and change in its emphasis on the irreversibility of occupational decisions. Especially in dealing with adult women are we conscious of the fact that new fields can be entered in middle age and that the work decisions of women are less affected by age than by marital and family status.

Psychologist Anne Roe, following experience in counseling veterans, in 1956 expressed her view that people tend to choose their occupations to satisfy their basic needs.[6] She offered Psychologist Abraham Maslow's list beginning with physiological and safety needs and ending with aesthetic and self-realization needs as indicating the priority which most individuals give, consciously or unconsciously, to their desires. Recently, Dr. Roe and others have been testing her hypothesis that early childhood experiences largely determine an individual's basic needs. So far findings have been negative.

Meanwhile, Psychologist Leonard Small, using an adaptation of Psychologist Henry Murray's list of basic needs, studied in depth 389 students in four different two-year, post-high school, vocational programs: advertising art, retailing, dental hygiene, and mechanical technology.[7] After following their progress for two years after graduation, he concluded that personality needs influence choice of vocation and that persons with similar needs tend to select the same occupations. He also reported that men and women in the same occupational group differed in significant personality needs. He found that personality needs also influence level of achievement in occupational training and level of adjustment in the early years of employment, but that these needs are not the same ones that influence choice of occupation.

In discussing needs, we must remember the unconscious as well as the conscious. Psychoanalyst A. A. Brill, based on his observation of his patients, declared that we are driven into occupations by unconscious wishes and they represent a form of sublimation of primitive impulses.[8] Describing "professional vocational guides" as persons who feel presumptuous enough to tell a person what he is fitted for, he urged that people be left alone to make their own choices. Psychiatrist Lawrence Kubie, on the other hand, warns that occupational choices should be based on the conscious, not the unconscious, which may warp, divert, or postpone effective use of abilities.[9] Every counselor is bound to find some counselees who seem strangely compelled toward a completely unrealistic choice. Here, unconscious drives obviously need looking into, and consultation with a psychiatrist is in order. Vocational counselors more often are called upon to help counselees to realistically appraise their conscious needs. Although we aim at rationality in major decisions, it is helpful for us to recognize and assess the degree to which emotion affects our occupational decisions. Dr. Howard Bigelow, in his discussion of the importance of choice in the American economy, noted the importance of emotional satisfactions in determining wants.[10] He declared that a wise choice involves the decision as to what should be decided upon a reasoned basis, what upon an emotional basis, and what upon an habitual basis (economizing energy by not wasting it in repeated weighing of alternatives). If a middle-aged woman consciously chooses to satisfy an emotional need in a work decision, it may be considered intelligent even though the choice may appear irrational to those unaware of the need.

For analysis of vocational needs, the Minnesota Importance Questionnaire has been recently developed. It is reported to be easy to read (5th grade level) and easy to score. Although it needs further refinement, it was found in research in vocational adjustment to be more reliable than the Edwards Preference Scale, Robert Schaffer's method of assessing needs, or Dr. Super's Work Values Inventory.[11]

Dr. Donald Super's longitudinal studies to test and refine his theory of vocational development published in 1953 have included only boys. But his research is significant for all who are interested in vocational counseling. His latest report concludes that it is not possible to compare vocational maturity (originally described as degree of vocational development) of an individual in one developmental stage of his life with his maturity at another stage.[12] However, it is possible to compare an individual's vocational maturity with that of others in his group who are in the same developmental stage. Vocational maturity, then, is "acting one's age" for the age-stage one is in. For 9th grade boys, for example, it is measured by these indices: concern with vocational choice, acceptance of responsibility for choice and planning, specificity of occupational information on preferred occupation, specificity of planning for preferred occupation, and extent of planning activity. He suggests the following tasks as appropriate at various age stages:

1. crystallizing a vocational preference---ages 14-18, although this may take place as late as graduate school for some

2. specifying a vocational preference---18-21 (plan)

3. implementing a vocational preference---18-25 (action)

4. stabilizing a vocational preference---21-30

5. consolidating status and advancement in a vocation---
30-mid 40's.

Dr. Super does not plan to pursue his study of vocational development beyond the maintenance stage. That stage is included in his latest adaptation of Charlotte Buehler's life stages in describing vocational development as follows: growth, 1-14 years: exploration (tentative, transitional, trial), 15-25 years; establishment (trial, stable), 25-45 years; maintenance, 45-65 years: decline (deceleration, retirement), over 65. His latest research includes study of dimensions of dimensions of self-concepts, the characteristics of the traits that people attribute to themselves in self-reports. Self-esteem, for example, is a "meta" dimension of feeling tone. The translation of self-concepts into vocational terms is also attempted and is referred to as "psych-talk" and "occ-talk," the latter revealing the individual's conception of an occupation, not the occupation itself. Counselors need to remember this distinction between factual occupational information and the concept the counselee has about an occupation. When a woman expresses an interest in social work, it is important to find out what she thinks social work is---to get her concept of it in terms of her ideas about herself. She may be thinking of a public assistance worker, a group social worker, or a family caseworker, for instance, and have an unrealistic picture of "social work," as well as of herself.

Dr. David Tiedeman has also engaged in exploratory research in vocational development. In the latest report on his opinions, he discusses the differentiation and integration process in problem solving, noting that successive differentiations and integrations are involved in career development.[13] He defines career development as the process of fashioning a vocational identity through differentiation and integration of the personality as one confronts the problem of work in living. He describes the "anticipatory" stages (exploration, crystallization, choice, and clarification) and the "implementation" stages (induction, reformation, and integration). With regard to a particular decision (school) an individual may be at one stage while he is in another stage with regard to another decision (work). He defines integration as the equilibrium between the individual and the group with which he reaches an effective compromise or "adjustment." He offers his estimate of the importance of various factors in the prediction of occupational choice, placing first, rearing as a child, with sex in ninth place. However, he believes the kind of resolution a woman achieves of her sex role is the major influence in her career. Associated with Dr. Tiedeman in his research, Dr. Esther Matthews followed Dr. Helene Deutsch's concepts.[14] In her hypotheses she states that the intellectual creativity of many women appears to be immobilized by the high level diffuse anxiety generated by the partial or total lack of fulfillment of the complete feminine existence, and that women's unique intellectual productivity will be fully released only when basic feminine fulfillment precedes or accompanies her intellectual efforts. The outstanding intellectual and social contributions or such historical figures as Florence Nightingale and Jane Addams as well as numerous living women of ur acquaintance are difficult to explain according to this concept.

Dr. John L. Holland provides the most recent overview of current research in career choice and development.[15] His own longitudinal project, like that of Dr. John Flanagan's studies of vocational choice included in "Project Talent," is based on national samples of high school students. Dr. Holland's project classifies graduating high school students into six personality types, based on currently available measures; studies them periodically for assumed attributes, occupational choices, and experience; and analyzes the data to understand and predict vocational choice, occupational membership and role, work history, and achievement, creativity, and satisfaction. Vocational choice is defined in terms of employment in one of six broad classes of occupations hypothetically comparable to his six personality types: realistic, intellectual, social, conventional, enterprising, and artistic.

A comprehensive "conceptual framework for occupational choice," one into which all factors affecting choice can be logically fitted and their weight and order estimated as research and analysis proceeds, was proposed in 1956 by a team of sociologists, psychologists, and economists.[16] They describe entry into an occupation as the joining of two developments: On the one side, the individual has certain occupational preferences; on the other side, the employer has certain preferences as to the employees he will hire. Both the individual and the employer may have to compromise, the individual taking a lower level position than the one he prefers until he can improve his qualifications for a higher one, for instance, and the employer lowering his standards in order to obtain the number of employees he needs. The four immediate determinants in the individual's occupational preference are his: occupational information, technical qualifications, social role characteristics, and reward value hierarchy. The four immediate determinants of the employer's standards are: formal opportunities (demand), functional requirements, non-functional requirements, and the amount and types of rewards.

These immediate determinants for the employer are affected by the socio-economic organization including its division of labor, policies of referent organizations (government, unions, etc.), stage of the business cycle, occupational distribution, and labor turnover. For the individual, the immediate determinants are affected by his socio-psychological attributes, notably his general level of abilities, educational attainment, social position and relations, orientation to occupational life (its importance, identification with aspirations, etc.).

The basic developmental factors that much earlier contributed to the immediate determinants and the attributes of the individual are outlined under personality development, and are in turn traced to biological conditions on the one hand, and to social structure, on the other. The current conditions affecting the employer are similarly determined by historical changes in organization, stemming from physical conditions, such as resources and typography, on the one hand, and social structure on the other. The team emphasizes, however, that it is past social structure that most affects the individual's immediate determinants while present social structure most affects the employer's immediate determinants. Counselors of middle-aged women are constantly reminded of this fact.

With this promising framework, with large populations, computers, and research funds now available for study, it should be possible to develop a realistic theory of how occupational decisions are made and how selection is accomplished by the employer that would illuminate the differences in the weight and order of factors that apply to our middle-aged women because of their age and sex when they enter the labor market. The monumental lifetime contributions of Dr. Edward K. Strong, Jr., like those of Dr. Lewis E. Terman, both of whom included women as well as men in their studies, and were in agreement on sex differences in vocational interests, should challenge the researchers of today, who are in comparison so much better financed and equipped.[17]

The process of decision making where a variety of possibilities with a variety of outcomes and a variety of risks are involved has been given much attention by statisticians in recent years since John von Neumann and Oskar Morgenstern related the theory of games to economic behavior.[18] Computer systems have made possible the application of statistical techniques to many complex operational decisions in government and private industry, where a number of possible "strategies" must be assessed in terms of their probabilities for success in accomplishing the objective desired and in terms of the risks and costs they involve. More recently, the application of statistical decision theory to decisions individuals make has been considered as in Dr. John Hills' discussion of its use in a student's choice of a college.[19] Presently the limitations, notably the lack of probability data, and the problems, such as the counselee's numerically valuing preferences based on sketchy information, far outweigh the possibilities of practical application of the theory in such complex personal decisions as occupational choices, with a group about whom we have as few data as we have on middle-aged women. But this new mathematical tool may ultimately be adopted and sharpened for the counselor's kit to use with problems and counselees for whom it is appropriate.

Theories and Comments on Work Adjustment

Studies of job satisfaction and job adjustment have always considered physical, emotional, social, as well as economic factors associated with the worker's adaptation to his work and his contentment with it. As in concepts of occupational choice, here, too, the relationships between the employee on the one hand the employer on the other have seldom been considered except from the viewpoint of the employee. But both employment satisfactoriness as well as employment satisfaction have been included in a comprehensive theory of work adjustment developed in a series of research studies in vocational rehabilitation conducted over a number of years by the Industrial Relations Center of the University of Minnesota in the Minneapolis-St. Paul area. The studies covered men and women, physically handicapped workers and those without such handicaps. Work adjustment is defined as the process by which the individual acts, reacts, and comes to terms with his work environment.[20] The state of this adjustment at any point in time may be defined by his concurrent levels of satisfactoriness and satisfaction. Satisfactoriness is a function of the correspondence between his set of abilities and the ability requirements of the work environment, provided that his needs correspond with the reinforcer system it provides. Satisfaction is a function of the correspondence of the reinforcer system of the work environment and the individual's set of needs, provided that the individual's abilities correspond to the ability requirements of the work environment. The probability of an individual's being forced out of the work environment is inversely related to his measured satisfactoriness; that of his leaving his work environment voluntarily is inversely related to his measured satisfaction. The series of studies leading to the development of the theory includes a comprehensive report on prior research on job satisfaction, worker motivation, morale and employee attitudes, behavioral criteria, and vocational fitness.[21] The techniques, forms, and devices tried and developed to measure employment satisfaction and satisfactoriness and their components are described.[22,23] The comprehensiveness of the theory and how it relates to other formulations and definitions about vocational choice and development are fully discussed.[20] The findings of these basic studies warrant careful study. Dealing with work in the labor force, they illuminate that area. With our middle-aged women, we need similar and related analyses of work in the home and in voluntary pursuits.

Dr. Mary Mulvey's recent study of career patterns of women referred to earlier included investigation of the state of general satisfaction of the middle-aged women she questioned.[24] Her report groups women of various career patterns and career "orientations" (approaches toward dealing with developmental tasks of mid-life) according to four levels of adjustment from high to low: autonomous, adjusted, adapted, anomic. She notes that "there is good evidence that women who are autonomous and/or adjusted have pursued career patterns which represent 'middle of the road' variations between the two opposing views in the perennial controversy that (a) women are most content when they are completely absorbed in homemaking and childbearing, and (b) women attain their highest potential when they compete with men and are equal to them on all levels." She found that a high state of contentment was associated with "(a) satisfaction with career pattern and with job; (b) working at a job of high level, of the feminine professional orientation, and in the field of general culture (teaching, largely); and/or (c) active participation in volunteer activities." A low state of morale was associated with: "(a) the 'married state' marked by discontinuities of widowhood, divorce, etc.; (b) working at a job of low level; and (c) little or no participation in volunteer activities."

Some Considerations Involved in the Occupational Planning of Middle-aged Women

All of us in the course of life make many important decisions. Some of these have to do primarily with our work. Others are concerned with our affective life and with how our love will be expressed and expended especially with our intimates and our families. Some are concerned mainly with how we discharge our responsibilities as members of the political and social community as citizens, as neighbors. Others relate primarily to how we relate to God, to the "beyond," to what transcends our knowledge and understanding of the earth and the universe. Decisions in these four major areas of life---work, love, citizenship, religion or philosophy---are interrelated. A major decision in one area is usually reflected in other areas, resulting in changes or adjustments in allocation of our personal resources.

Each important decision affects our allocation of energy, of time, and of money. In assessing the extent of this re-allocation and its effect on all aspects of our lives, we often rely on guesswork if we consider the effects at all. Women contemplating entering the labor market in mid-life often require help in estimating the energy and time requirements of their work in the labor force in relation to other demands. They also often need aid in assessing realistically the financial effects of such work.

Assessing the energy available is a difficult matter. Dr. Anna M. Baetjer's discussion of the health aspects of women working in industry have contributed some basic facts here.* The woman who is in doubt as to whether or not she can physically manage working outside her home would do well to consult her family physician who can give her the best estimate of its probable effect on her health. If there is any reservation, a trial period should precede entry into full-time, continuing, strenuous employment that might endanger health or precipitate problems of fatigue.

The time available for employment outside her home is more readily measured. But keeping time records is tedious, as one Participant pointed out. Few women take the trouble to do it carefully. Several of the Participants had kept a time record of their activities for a week in connection with a time study on the job or in connection with a home economics or other course. One Participant had been asked to jot down how she thought she spent her time, and this estimate was later compared with an actual record she kept. The difference was startling. Counselors can suggest that counselees, contemplating a work or study plan involving a considerable outlay of time, keep a time record of their activities for a typical week.

In keeping a time record and in allocating time, it is advisable to group items under certain headings. The following categories, for example, would be appropriate for a middle-aged woman to follow until she worked out a more suitable arrangement of her own:

Personal Care
  Sleep and rest
  Meals and snacks
  Dressing, personal hygiene, grooming
  Medical, dental, and other physical care by others

Homemaking Tasks
  Food preparation and service
  Dishwashing

---

*See work of Dr. Anna M. Baetjer, pages 266-274.

Care of home and home equipment
Laundry and care of clothing
Care of other members of family
Shopping
Management---planning, recording, reporting, direction
  and supervision of work of others on household tasks
Miscellaneous

Other Work
  Paid employment
  Volunteer work
  Assisting other members of family with their occupations
  Unpaid services to others, exclusive of volunteer work
  Study, reading, meetings, and organizations related to work
  Management functions unrelated to homemaking, such as over-all planning, record-keeping, tax reporting

Citizenship Activities
  Voting and keeping informed on government activities
  Participation in organizations for betterment of community

Worship and other religious activities

Recreation and leisure-time activities

All other

(Note: Transportation time should be allocated to work, homemaking, recreation, or other activity for which it is used; where two activities are carried on simultaneously, the overlapping time should be noted but the total time spent should be allocated on some reasonable basis just as overhead costs are allotted to particular items in accounting.)

Actually, each individual can work out her own records and method of record-keeping to meet her own situation. By leaving 3 x 5 slips about the house where she spends time frequently---kitchen, telephone, TV watching post in living room, desk---and near the entrance where she can jot down departure and return times, she can keep fairly accurate records for a week, which will give her a surprising view of where her time goes.

If too much of her time seems to be going into what she considers relatively unimportant or unnecessary activities, she can often make immediate changes in her allocation of time. If she is spending virtually all her work time on homemaking but is considering employment or volunteer work, she must find in the hours she has available to her the x number of hours she would like to work or that she must work in order to obtain a particular position. Some of this time may be deducted from her leisure, but most women who are employed outside their homes find that they must also reduce the amount of time they give to homemaking. This can be done by substituting the help of family members, of hired help, or of outside sources; by cutting out certain tasks, which may lower the standard of living of the family; or by reducing the time taken for the tasks. By applying principles of scientific management, homemakers can markedly reduce the time they spend on home tasks, while performing them as well or better than they did before. Recent research conducted to ease the way of handicapped homemakers and the continuing efforts of home economists and management engineers like Dr. Lillian Gilbreth are providing help to homemakers seeking to improve their methods in homemaking, as noted in our earlier discussion of the time women spend on their work. Some additional references may be added here to those cited earlier.[25,26]

The financial aspects of work decisions are often given only cursory attention even by women forced into the labor market to supplement family income. A woman may note the salary quoted to her on a position, deduct transportation, lunch money, and the expense of additional household help, and think she has estimated correctly the income she will derive from it.

Counselors should encourage a more accurate appraisal. One approach is to suggest that she start with her present household finances. If she doesn't have a record of the past year's income and expenses for her family, she can keep a month's record of expenses, adjust it for its share of expenses paid on an annual or non-monthly basis, estimate monthly income, and work out an approximation of the present situation. Household budget record books are available in stationery stores for about one dollar. A modification of one system groups expenses under:

Food: purchases, meals outside
Shelter and home maintenance---rent or payments on home, utilities, household supplies, insurance, repairs, household help, sundries
Clothing: purchases, laundry, dry cleaning, repairs
Grooming: cosmetics, beauty shop, barber
Transportation: car expenses, public transportation
Education
Recreation and vacations
Reading matter
Contributions
Medical and dental expenses
Interest
Taxes (Federal, state, local, under deductible and non-deductible)
Losses
Miscellaneous

Income provides for gross amount of money income, plus income in the form of meals, insurance paid for by employer and other perquisites, less deductions for Old Age and Survivors Insurance payments, tax deductions, health and other insurance payroll deductions (unless these are already listed under expenses).

With this actual record at hand, a woman can go over each item of income and expense and estimate how it will be affected by her change in work pattern. For example, food purchases for consumption in the home may be fewer and meals out more frequent not only for herself but for other members of her family. Transportation to and from work will be an added cost and a reduction in her chauffeuring other members of her family may result in increased cost for them.

Clothing and grooming expenses may go up. Unless other family members share household tasks, she may need to hire help for regular or periodic cleaning, laundry, and other chores, or send laundry out. Few are the items in her household budget that will not be affected by her employment outside her home, although some, like taxes, may be affected more than others.

Besides assessing these effects on current income and expenses to obtain a more accurate idea of the net income she will derive from working, she should consider any benefits from her work that may accrue to her or to her family later on. There may be health insurance and so-called fringe benefits of considerable value supplied by her employer. The Social Security benefits she is entitled to through her own employment may or may not increase those she would be entitled to as a wife or widow of her husband in later years, and this should be checked. If her decision to work is to be based on financial realism, all these factors should be assessed by her.

The best guide presently available for women job seekers who wish to assess the financial implications of their employment has been prepared by the Women's Division of the Institute of Life Insurance, which also publishes the helpful sheet, "Family Financial Planning." It shows what a woman earning $4,680 a year on a full-time job would probably earn each week, after listed deductions, and what the average weekly expenses of her employment would be. Then the increases in her family's income taxes and offsetting benefits are noted. An outline for a woman's own estimate completes the guide.[27] Each Participant received a copy of this worksheet.

Copies of two recent studies of job-related expenditures and management practices of gainfully-employed wives were obtained by the group of Participants who visited the home economics research center of the U. S. Department of Agriculture at Beltsville, Maryland, arranged by Participant Ruth Nelson to observe some of the research there aimed at more efficient home management.[28,29] Expenses directly related to the jobs of those who were gainfully employed among 744 Ohio homemakers studied were estimated to average about $900 for city women and $1000 for those who lived in the open country. The wife's net income amounted to approximately three-fifths of her gross earnings on the average when her household was composed of adults or adults and older children only; when there were pre-school children, her net income was reduced almost to half her gross earnings. Most of these mothers hired some help for child care. Employed housewives were more likely to pay for laundry services than for either general housework or sewing help. The number of meals prepared and served at home averaged about two less a week for employed wives as compared with the full-time homeworkers. The Ohio study concluded that many wives who seek employment outside their homes will continue to do their household tasks without outside help, although they may not give as much time to their tasks as they did before.

REFERENCES

1. Super, Donald E. and Paul B. Bachrach. *Scientific Careers and Vocational Development Theory*. New York: Columbia University, Teachers College, February 1957.

2. Hoppock, Robert. *Occupational Information*. Second edition. New York: McGraw-Hill Book Co., 1963. Chapters 7 and 8.

3. Tyler, Leona E. *The Work of the Counselor*. New York: Appleton-Century-Crofts, 1961. Pp. 289-290.

4. Ginzberg, Eli, Sol W. Ginsburg, Sidney Axelrod, and John Herma. *Occupational Choice*. New York: Columbia University Press, 1951.

5. Caplow, Theodore. *The Sociology of Work*. Minneapolis, Minnesota: University of Minnesota Press, 1954. Chapter 9.

6. Roe, Anne. *Psychology of Occupations*. New York: John Wiley & Sons Co., 1956.

7. Small, Leonard, *et al*. *Personality Needs as a Determinant of Vocational Choice and Their Relationship to School and Work Achievement*. New York: Vocational Advisory Service, May 31, 1955. 201 pp. and appendices, mimeo.

8. Brill, A. A. *Basic Principles of Psycho-analysis*. Garden City, New York: Doubleday & Co., 1949. Chapter 13.

9. Kubie, Lawrence S. "Some Unsolved Problems of a Scientific Career," *American Scientist*. 41:596-613, 1953; 42:104-112, 1954.

10. Bigelow, Howard F. *Family Finance*. New York: J. B. Lippincott Co., 1953. Chapter 4. Revised edition.

11. Weiss, David J., *et al*. *The Measurement of Vocational Needs*. Minnesota Studies in Vocational Rehabilitation, XVI. Minneapolis: University of Minnesota Industrial Relations Center, April 1964.

12. Super, Donald E., *et al*. *Career Development: Self-concept Theory*. Princeton, New Jersey: College Entrance Examination Board, 1963.

13. Tiedeman, David V. and Robert P. O'Hara. *Career Development: Choice and Adjustment - Differentiation and Integration in Career Development*. New Jersey: College Entrance Examination Board, 1963. 108 pp.

14. Tiedeman, David V., Robert P. O'Hara, Esther Matthews. Position Choice and Career Development in Men and Women: A Conceptual Framework. Cambridge, Massachusetts: Harvard University Press, 1960.

15. Holland, John L. "Major Programs of Research in Vocational Behavior." In Man in a World at Work, ed. Henry Borow. Boston: Houghton Mifflin Co., 1964. Pp. 259-284.

16. Blau, Peter M., John W. Gustad, Richard Jessor, Herbert S. Parnes, and Richard C. Wilcock. "Occupational Choice: A Conceptual Framework," Industrial and Labor Relations Review. 9:531-543, July 1956.

17. Strong, Edward K., Jr. Vocational Interests of Men and Women. Stanford University, California: Stanford University Press, 1943.

18. von Neumann, John and Oskar Morgenstern. Theory of Games and Economic Behavior. Princeton, New Jersey: Princeton University Press, 1944.

19. Hills, John R. "Decision Theory and College Choice," Personnel and Guidance Journal. 43:17-20, September 1964.

20. Davis, Rene, et al. A Theory of Work Adjustment. Minnesota Studies in Vocational Rehabilitation, XV. Minneapolis, Minnesota: University of Minnesota Industrial Relations Center, January 1964. 27 pp.

21. Scott, Thomas B., et al. A Definition of Work Adjustment. Minnesota Studies in Vocational Rehabilitation, X. Minneapolis, Minnesota: University of Minnesota Industrial Relations Center, 1958. 75 pp.

22. Carlson, R. E., et al. The Measurement of Employment Satisfaction. Minnesota Studies in Vocational Rehabilitation, XIII. Minneapolis, Minnesota: University of Minnesota Industrial Relations Center, 1962. 189 pp.

23. Carlson, R. E., et al. The Measurement of Employment Satisfactoriness. Minnesota Studies in Vocational Rehabilitation, XIV. Minneapolis, Minnesota: University of Minnesota Industrial Relations Center, 1963. 74 pp.

24. Mulvey, Mary Crowley. Psychological and Sociological Factors in Prediction of Career Patterns of Women. Genetic Psychology Monographs. 68:309-386, 1963.

25. Dale, Vera M. The Homemaker's 100-Hour Week. Amherst, Massachusetts: University of Massachusetts Cooperative Extension Service, undated. 15 pp.

26. Bell, Helen E. *How Many Persons is a Homemaker?* and *Manage Your Way to a Better Day.* University Park, Pennsylvania: Pennsylvania State University Cooperative Extension Service, undated.

27. Institute of Life Insurance, Women's Division. *Your Financial Worksheet. A Guide for Women Job Seekers.* New York: The Division, 277 Park Avenue, 1965. 4 pp.

28. U. S. Department of Agriculture, Agricultural Research Service. *Job-related Expenditures and Management Practices of Gainfully Employed Wives in Four Georgia Cities.* Home Economics Research Report #15. Washington: Government Printing Office, 1962. 40 pp.

29. U. S. Department of Agriculture, Agricultural Research Service. *Job-related Expenditures and Management Practices of Gainfully Employed Wives in Ohio.* Home Economics Research Report #27. Washington: Government Printing Office, 1964. 39 pp.

CHAPTER IV

WHAT OCCUPATIONAL AND RELATED INFORMATION DO COUNSELORS NEED AND WHERE AND HOW CAN IT BE OBTAINED?

Our review of some of the salient economic characteristics of middle-aged women has indroduced us to a number of basic sources of information about occupations and work settings. But counselors need to help counselees obtain very detailed information about particular occupations. This is especially necessary in counseling women preparing to enter the labor market as compared with the counseling of students who have a number of years of full-time schooling ahead and are concerned with immediate educational choices in relation to far-away occupational and other goals.

As noted earlier, most of the Participants had already had a course in occupational and educational information or its equivalent as part of their graduate preparation in counseling and/or guidance. These courses are directed toward helping the counselor acquire what a committee of state supervisors of school guidance services and counselor trainers outlined some years ago as essential areas of counselor competence in occupational information:

Classification of the world of work
Description of the world of work
Occupational variations as a result of socio-economic changes
Training and placement facilities
Collection, evaluation, abstracting, and filing of occupational materials
Use of occupational information with individuals and groups[1]

These are virtually the same areas for counselor preparation in occupational information recommended by the National Vocational Guidance Association in 1949 as the result of intensive committee work with related groups.[2] According to Dr. Hubert W. Houghton, who made a detailed study of sixty such courses in 1959, they generally covered: methods of classifying occupations, sources of occupational information, establishing the occupational library, and use and application of occupational information. More than half also covered educational and training information and techniques for securing occupational information. More than a third included study of job placement and the psychology of careers, including the process of occupational choice and job satisfaction. The two texts most commonly used in these courses were those on occupational information prepared by Dr. Robert Hoppock and by Dr. Max Baer and Dr. Edward Roeber.[3] These two texts along with other basic references were referred to frequently in the discussions with Participants and are included in the annotated bibliography at the end of this report.

Samples and Sources of Information

For Participants who had not had a recent course in occupational information, an informal late-afternoon round-table was arranged. Handicapped by limited time and facilities, this unfinished experiment nevertheless achieved the purpose of illustrating the variety of occupational information available from easily accessible sources. The six or eight members of the group each took several sources and reported the information in them available on a particular occupation selected by the group. The sources used were:

Cumulative Book Index, latest issue
Education Index, latest issue
Periodical Index, latest issue
Dictionary of Occupational Titles, Vol. 1
Occupational Outlook Handbook
Forrester's Bibliography of Occupational Literature
College Placement Annual
New York Life Insurance Bibliography on Occupations
Estimates of Traits Needed in 4000 Jobs (U.S.E.S.)
Women's Bureau: 1962 Handbook
    Job Horizons for College Women
Career Issue of the Key of Kappa Kappa Gamma
Florida State Employment Service Career Guides
Ohio Guidance News and Views: Bibliography of New Materials
NVGA Bibliography of Current Occupational Literature
Help and Situations Want Ads in Sunday Newspapers
Telephone Directory, Classified Section
U.S. Department of Commerce, Bureau of the Census
  U.S. Population, 1960:
    Occupational Characteristics
    Occupation by Industry

Guidance indexes and sample publications from a variety of publishers on various occupations and industries loaned for the purpose by the library of the American Personnel and Guidance Association

Sample publications from occupational membership organizations.

In a brief class discussion of the availability and use of occupational information in the settings in which they had observed or had worked, the following observations were made. There is a dearth of information on unskilled and semi-skilled occupations as compared with the professions, white-collar, and skilled occupations. Participant Lorena Matson of the California State Employment Service, however, noted that public employment services have much information on lower-skilled jobs. A lack of information on writing, performing, and other artistic fields was mentioned. The use of such sources as teachers of literature and journalism, local newspaper women editors and reporters, and members of such national groups as the National League of American Penwomen was suggested. Others noted the over-abundance of information on some occupations, making selection difficult. The use of selective bibliographies, of evaluated references, and staff sharing of information on especially useful references were recommended. For a basic occupational information file some agencies depend on services of particular publishers who offer a special kit of materials for use in a particular setting with a continuing service to supplement the kit and keep its contents up-to-date. A number of publishers, as indicated in occupational information texts, provide such kits. One of them, Science Research Associates, has recently announced a new device called "OccuScan" to use with an occupational exploration kit to introduce students to a wide variety of occupations suited to their educational plans, verbal and mathematical skills, and special interests. Arrangements were made for interested Participants to see this device at the headquarters office of the American Vocational Association.

Two states, Massachusetts and New York, now make special provision in their departments of commerce for continuing services to women seeking opportunities for employment. The Women's Bureau of the Massachusetts Department of Commerce, in addition to its publications and handling of inquiries, has conducted seminars especially directed to women wishing to re-enter the labor market. New York State was the first to establish a woman's program in 1945, originally to help women returning from military service and the wives and widows of service men injured in World War II. Under the leadership of Miss Jane Todd, it developed into a permanent program to meet the needs of all women in the state seeking such help. The Participants of the Adult Counselor Program heard Miss Guin Hall, Deputy Commissioner of Commerce, describe the present expanded program and other state sources of information, and benefited from her suggestions for counselors of adult women based on her observations and experience.*

Evaluating Information

The need for evaluating information used with counselees not only for its accuracy but also for its suitability was emphasized.** The American Personnel and Guidance Association made available to each Participant a copy of the National Vocational Guidance Association's latest guidelines for evaluating occupational literature.[4] The long experience of that Association in encouraging valid research on national and local levels and on encouraging publishers to adhere to high standards was noted.[5] There is a definite need for additional evaluation of existing occupational literature for its suitability for use with middle-aged women returning to the labor market. Some literature prepared for other uses is suitable, some is not. Although some occupational information is definitely aimed at young people, often the high school group, many publications do not single out a particular audience, and some of the scientific descriptions, for instance, that of the Entomological Society of America on "Opportunities in Professional Entomology," would be suitable for an individual of any age or of either sex.

---

* See material from lecture by Miss Guin Hall, pages 275-277.

**See list of associations which provided study material, Appendix XIII.

Certain occupations, like that of the medical record librarian, are natural outlets for middle-aged women who like to work in a health setting and are willing to acquire the necessary training. The American Association of Medical Record Librarians, in replying to the Adult Counselor Program's inquiry about publications for adult women, not only sent literature on the occupation and approved schools of training, but also reported a correspondence course of 25 lessons for those unable to attend an approved school. The course approved by the National Home Study Council was developed with help from the Kellogg Foundation. A refresher course for registered medical record librarians who have been out of the field for some time and a series of institute programs to provide continuing education for medical record personnel were described. There is also a student loan fund for those already employed who want to obtain further training and/or a bachelor's or master's degree. The American Occupational Therapy Association reports that it is in the process of setting up a special recruitment program for middle-aged women with a bachelor's degree. It is encouraging state associations in on-the-job training and continuing education programs both for therapists in practice and for those returning to practice after some absence. It is also investigating the use of programmed teaching materials.

Organizations

A knowledge of employer, employee, and occupational membership organizations that cut across employer-employee lines is an important part of a counselor's equipment. On unions, the Women's Bureau Handbook and the Bureau of Labor Statistics' directory of unions are basic sources. On occupational membership organizations, the Baer and Roeber test on occupational information has one of the most complete listings. In every public library there are also national directories of these and other organizations. Some libraries also have local directories. The resourceful counselor will make full use of these resources and communicate with local groups and individual members in her community for first-hand information on their occupations, for arranging exploratory experiences for counselees, and for checking on the local applicability of information prepared elsewhere. Women's organizations, especially those with members representing a variety of occupations such as business and professional women's clubs, AAUW and the YWCA, are especially valuable. The use of a wide variety of organizations in the local community to inform and help women seeking to enter the labor market is well illustrated in Participant Sarah Borneman's plan for a "Learn to Earn Opportunities Forum" in her own community, developed along with a plan for an eight-weeks' orientation course at the evening vocational school which she directs.

Organizations are also a source of aid to an individual who may need financial help in order to obtain training for a particular occupation or to make her more employable, through improving her appearance or other cost-involving procedures. Information on scholarships, loans, and other financial aids to education, along with information on educational and training opportunities, were covered in other parts of this Program, but attention of Participants was called to the treatment of these subjects in the basic occupational informational texts.

Legislation

The importance of an up-to-date knowledge of the laws affecting occupations and employment is stressed in texts on occupational information, but this is one area in which few counselors are well-equipped. Women planning to return to the labor market need to know whether or not the occupations they are considering require a license or certificate or are otherwise regulated and where up-to-date information on these requirements can be obtained. They also need to know how labor, Social Security, and other laws affect them. Counselors might well read what a popular economic text has to say about labor legislation and its effects on the labor market.[6]

Mrs. Mary Dublin Keyserling, Director of the Women's Bureau, reviewed the history of labor legislation affecting women and brought the counselors up-to-date on Federal and state labor laws affecting women workers including the sex provisions under the new Civil Rights Act.* Special Women's Bureau publications on legislation as well as Part II of its biennial Handbook help to keep counselors current on laws governing not only women's employment but their status. Samples of state materials were also called to their attention.

Since the Congress was in the process of amending the Social Security Act, no attempt was made to discuss its particular provisions. Stress was laid upon keeping on hand the booklets the Social Security Administration provides to assist individuals to estimate roughly the amounts they may be entitled to receive under the law under certain circumstances. Since the formulae for calculating the amounts are so complicated, it is advisable in particular cases to obtain the help of a local Social Security Administration interviewer in assessing retirement, widow's, or other benefits. Presently, a widow who has been employed must choose between the amount she is entitled to as a widow and the amount she is entitled to as a result of her own employment. She cannot take both allotments. Counselors who seek to help middle-aged women look ahead to retirement in their present occupational planning need to be more aware of Social Security provisions than the counselors of younger women. Participant Sadie Higgins stressed this importance of the middle years as preparation for the years after 60, pointing out how they can be used creatively rather than allowed to become as empty or declining years.

---

*See material from lecture by Mrs. Keyserling, Pages 278-284.

Audiovisual Aids

Dr. Robert C. Snider, Assistant Executive Secretary, Department of Audiovisual Instruction, National Education Association, gave an illustrated lecture on programmed instruction and suggested that the term "audiovisual" may have already outlived its usefulness. Today's terms are "instructional technology" and "educational media." He shared NEA publications with Participants, supplementing the references to audiovisual aids in basic texts on occupational information and group guidance.[7]

The importance of understanding and utilizing new informational and instructional techniques was discussed by Participants, two of whom had had a course in audiovisual methods. The new telephone company's tele-lecture equipment providing hook-ups to distant, closed broadcasting circuits was described by Participants who had knowledge of its use in the States of Washington and Virginia.

A search of U. S. Office of Education guidance films and directories by Dr. Leonard Miller in cooperation with Mrs. Gertrude Broderick of the U. S. Office of Education revealed few films that appeared to be especially suitable for use with middle-aged women.* Two films were viewed by Participants. The first, by courtesy of the College Placement Council, was a twenty-five minute, 16mm. color film of the process of placing college men in jobs. Although suitable for young students looking ahead to ultimate placement after college and to their parents and counselors, it did not portray alumni or older persons seeking employment and it showed no female applicants. A special film on the placement of college alumnae, or including them, would be desirable. The second film, by courtesy of Dr. Virginia L. Senders, was a thirty minute, 16mm. black-and-white film entitled "To Be Continued." It described the University of Minnesota plan for continuing education for women. It included middle-aged women and discussed their educational and vocational problems and services offered to aid them. Available from the Director, Women's Continuing Education Program, University of Minnesota, it is especially appropriate for use with middle-aged women, although the undated statistics it presents on college women in the labor force are presently inaccurate. A film "I Wish I Had Known That Before I Went to College," viewed by Participant Cherrye Lucas during her observation at the University of Maryland where it was used primarily for freshmen led her to suggest that a similar film be prepared for use with adult women returning to college.

Films on home management suitable for homemakers employed outside their homes are listed in the Office of Education's Management Problems for Homemakers Employed Outside the Home, referred to earlier as a source of help to working wives. The Bureau of Employment Security's 1963 list of slides and films includes a 16mm. Canadian film on advantages of hiring older workers and an Idaho Employment Service set of slides on "Services to Older Workers." Human Relations Films put out by McGraw-Hill and a series from Contemporary Films (225 West 25th Street, New York) were recommended for possible use by Participants familiar with these series. It is obvious that we need to review systematically films and other visual aids in the personnel and guidance field, in industry, and in education to select those suitable for use with middle-aged women. These need to be supplemented by new ones to fill in the gaps. The North Carolina Governor's Commission on the Status of Women is among groups who recommended that films and television broadcasts be planned to present success stories of women who have overcome employment and education barriers. As the AAUW Program was coming to a close, notice was received of a University of California at Los Angeles series of twelve films prepared for educational television on "Change: A Challenge to American Women." The series is planned as a course of study and moderated by Mrs. Rosalie Loring and was scheduled for showing over KCET in the Los Angeles area in October 1965.

---

*Two of the best and available from the Audio-Visual Center, University of Indiana are: "The New Prime of Life" and "Aging, a Modern Social Adjustment" by Wilma Donahue (16mm.).

Women are frequent viewers of commercial television programs and listeners of radio broadcasts. In using these media for informing women about new programs of interest to them Participant Virginia Bullard reported interviews and features as much more effective than spot announcements. There are a number of programs featuring interviews or discussions with and about women on women's problems. The scripts of the widely publicized Purex series on women of several years ago were made available to Participants with notes on the exaggerations that crept into these popular broadcasts.[8] Samples of radio broadcasting were displayed. Recent articles in the Vocational Guidance Quarterly on motion pictures and television were noted.[9,10]

The use of tape recordings to share the experiences of women in various kinds of work and to illustrate various types of work-connected problems was discussed. The replaying of recordings of the success stories of middle-aged women reported at earning opportunities forums or other community meetings was suggested. One of the Participants reported that the use of jukeboxes to dispense occupational information to students through the use of tape recordings was under consideration at the university at which she observed.

The use of plays was also mentioned. A suitable sample is "Help Wanted" written by mental hygienists Marjorie E. Watson and Irving M. Brown. A twenty-five minute play requiring six actors, it focuses on working wives and mothers and was published in 1960 as one on a series of plays on marriage and family life by Human Relations Aids(104 East 25th Street, New York City). New York University recently announced that a series of six classical and modern plays about women will be the subject of a course offered in its English Department.

Many local school systems and libraries have directories of career, guidance, and related films and other audiovisual aids available locally. A sample listing from Miami, Florida, for instance, includes films available from the county school system's audiovisual center, local colleges and universities, and business and industry. Among the many organizations offering exhibits and other aids, the American Dietetic Association was reported as outstanding in its early and imaginative development of audiovisual materials describing dietetics as a career. Charts like those produced by the Occupational Outlook Service in the U. S. Department of Labor's Bureau of Labor Statistics and by some commercial publishers and by occupational organizations offer possibilities for reaching women through bulletin boards in club rooms, supermarkets, libraries, and other places where women gather.

Changes and Trends

The need to keep abreast of social and economic changes and trends and their effect on the number and nature of work opportunities was recognized by the Participants as important for counselors of middle-aged as well as of younger women. We touched earlier on the demand for counselors of middle-aged women, noting the number of these women in the population as defining the limits of the potential demand for their counselors. The size and age distribution of the population affect not only the demand for workers, but also the supply. Presently, our economy is hampered by the small pool of depression-born persons now aged 35-44 which ordinarily supplies experienced workers and management leadership for the next decade or two. This deficiency occurs at a time when the youngest and oldest groups have been growing at a rapid rate. Between 1950 and 1960, the 35 per cent rate increase is the number of the youngest and the 32 per cent increase in the number of the oldest groups in our population were roughly five times the 7 per cent increase in the number of persons 20 to 64 years of age who comprise the bulk of workers in the labor force.[11] Actually, the dip in the 35-44 group increases work opportunities for capable men and women in this age group and also for those who are older but have, or are willing to acquire, the necessary education and experience to qualify for openings in this favorable market. Counselors can help in bringing occupational distribution more in line with demand by exerting intelligent, informed influence on the supply side. Counselors of middle-aged women, for instance, can do this by enlarging the scope and improving the accuracy of the occupational information of each counselee, by helping her to bring her qualifications in line with market requirements, by aiding her to recognize and overcome barriers that may exist in the form of her characteristics and/or job requirements unrelated to job performance, and by assisting her to evaluate existing employment opportunities in terms of their capacity for satisfying her needs.

Dr. Ray C. Maul of the National Education Association, who discussed opportunities in teaching with the Participants, has ably shown in his annual analytical reports how the sky-rocketing of the school-age population has affected the demand for teachers, first in elementary, then in secondary, and currently in college grades.* Continuing high birth rates since World

---

*See, for example, page 290.

War II increased the demand for babysitters, pediatricians, and those engaged in the manufacturing and selling of toys and baby clothing. The increase in the number of aged persons at the other extreme created a new demand for gerontological specialists in the health and welfare fields and a growing market for such products as wheel chairs and dietary foods. The higher educational and income level of the population and the growing leisure which technology has made possible have contributed to the demand for librarians, artists, and performers, for books, entertainment, and travel.

Not only the level of income of the population, but also income distribution and form of income influence the nature of the demand for products and services and the workers who produce them. They also affect the supply of workers in the labor force. For example, people with relatively fixed incomes, like widows depending on insurance, as well as retired military personnel, civil servants, and teachers on pensions, may be forced back into the labor market by a continuing decline in the purchasing power of the dollar, which in 1964 had decreased to less than half its value to the average consumer twenty-five years ago.[12]

Government in a variety of ways is playing a growing rôle both on the demand and the supply side of our economy, which some economists now refer to as "mixed" as distinct from a private or public economy. Through taxation, subsidies, expenditures, the exercise of regulatory power from licensing to tariffs, as well as by special legislation, it affects occupational distribution. Counselors must be familiar with effects of such legislation as the G.I. Bill of Rights, the National Defense Education Act, Public Law 565 on vocational rehabilitation, and acts aimed at expanding the supply in such shortage occupational areas as engineering, physical sciences, nursing, and library work. Educational and scientific journals refer repeatedly to the extent to which govermental research contracts influence their fields.

Many other factors affect the number and nature of employment opportunities in our economy. The recurring business cycle with its major up-swings and down-swings and short-run fluctuations in between, affects not only the number of workers needed in the labor force and the hours worked there, but it also affects some industries and occupations more than others. All persons who lived through World War II recall the tremendous changes in occupational demands as our country geared its production to survive after the attack at Pearl Harbor. Many people live in communities where such disasters as floods, hurricanes, tornadoes, fires, or droughts have altered, usually for short periods only in these days of quick recovery, the work done in the community, preventing some work from proceeding, creating a need for other types of work. Familiar to counselors, too, are the increasing specific subject matter and experience requirements and the licensing of more and more occupations. These, like the degree of control over entry into an occupation exerted by some unions and professional membership organizations, introduce additional hurdles for job seekers. The middle-aged woman is especially affected by rigid requirements for entrance to an occupation. Presently there appears to be a trend toward modifying some of these restrictions as well as other types of barriers, such as the rule against employing more than one member of a family even in a very large organization. Participant Jane Spanel discussed the particular hardship experienced by women college teachers whose husbands are employed by colleges or universities observing this practice.

Offsetting some of these increasing barriers to free movement of workers into the labor market and among occupations, there are many others tending to increase worker mobility and to improve market operations. Notable here are the Federal-state system of public employment services supplemented by a variety of institutional and specialized placement agencies, more comprehensive and accurate occupational information, and more realistic vocational guidance and training programs in a variety of settings.

Automation and its effect on present and future employment opportunities for middle-aged women were of major concern to the Participants. Depressing pictures have been painted not only in the popular press, but also in education, technical and professional journals. The fear is magnified because automation by definition goes beyond the technological improvements of the past, those that substitute a mechanical control of a whole series of operations once requiring human control at each state. The term "cybernetics" derived from the Greek word for steersman or governor is often used for the study of this new technological development and the machines it employs. Although they perform some functions that heretofore only a human brain could attempt, it is inconceivable that a machine can ever match the extraordinary storing, retrieval, and especially the analyzing, relating, judging, and reasoning capacity of the human brain, the complexity of which continues to mystify even the neurologist.

Those who see the possibilities of new devices and methods often underestimate their limitations and overestimate the speed with which they can, or will, replace old methods. History is replete with stories of technological progress from the stone age to the space age. Technology has always resulted in the long run in more work opportunities as well as in more goods and services to be shared. It is inconceivable that the energy and time released by more efficient methods will not find outlet in producing additional goods and services where demand is elastic and also producing other goods and services that people want and are willing to pay for, where demand for the original product or service is limited. Of course there are always short-run, temporary adjustments and hardships in an interdependent economy like that of the United States when a new device or method eliminates or reduces the need for certain types of workers even though it simultaneously creates a need for other types of workers. But today we have the means and the experience to avoid unnecessary hardships and to alleviate those experienced by a small group in relation to the whole. The original Atomic Energy Act, for example, provided that the use of atomic energy should not result in large-scale unemployment of workers. The very gradual introduction of the dial system by the telephone companies beginning in the twenties was an outstanding, early example of how to improve and expand service without laying off workers. The number of telephone operators actually reached a peak in 1952 in spite of the earlier completion of the change-over to the dial system. A recent report analyzes current technological effects on employment of women in the telephone industry.[13]

Although reports on the effects of technology on particular occupations and industries are increasing, the Commissioner of Labor Statistics notes the need for more studies of the shifts taking place in occupational structure because of the characteristically piece-meal introduction of technological innovations. His recent discussion of the effects of technological change on employment trends in the United States gives us a succinct and alarm-allaying view of what is presently known.[14]

He reports that technical studies indicate that the most important factors affecting occupational distribution are:

1. different rates of employment growth among industries, resulting from such factors as shifts in income distribution and changes in consumption patterns
2. growth in population and its changing age distribution
3. government policy
4. institutional factors such as union-management relations and practices, especially collective bargaining agreements
5. the relative supply of persons in different occupations and the substitutions resulting from continuing shortages, such as the use of technicians for engineers where feasible.

The first is by far the most influential factor determining occupational distribution. For example, the tremendous increase in clerical and other white-collar occupations stems from the greater-than-average growth industries employing large numbers of these workers such as state and local government; finance, insurance, and real estate; trade; and business and professional services. Industries that employ relatively few clerical workers grew more slowly, altering occupational distribution. Technological changes affect occupational composition though less profoundly than overall changes in demand, in which, of course, they may play a part. The mass production of automobiles, for instance, obviously increased the demand for steel, gasoline, and better roads. The diverse effects of recent technological changes on occupational structure and on skill requirements in different industries are illustrated by Dr. Clague. The following abbreviated excerpts are given below because of their special interest to women:

> In banking, in the demand deposit sector, the need for bookkeepers, proof and transit clerks, and many other clerical workers is being sharply reduced by the use of magnetic ink character recognition, electronic bookkeeping machines and full-scale computer systems. Among the new jobs created are reader-sorter operator, check encoder or inscriber, control clerk, and key-punch operator. Most of these new jobs do not require as much training or experience as that required by the hand bookkeeper or even the conventional bookkeeping machine operator. A few new positions for programers and system analysts are also created at the professional and technician level. About half of those employed in banks---officers, professional workers, tellers, secretaries, typists, switchboard operators---will not be much affected by technological change. Their numbers will increase with the expected rise in the demand for their services. The Bureau estimates that bank employment will increase by 300,000 by 1975.

In Federal tax return processing in the South where electronic processing has been introduced, large numbers of posting, checking and record clerks, and operators of bookkeeping and other office machines have been cut back along with their supervisors. However, large numbers of keypunch operators are needed to transcribe data from tax documents, and new occupations were created for systems analysts, programers, and console operators.

In the telephone industry from 1950 to 1960 there has been a decrease in the proportion of telephone operators and other clerical workers with the introduction of automatic dial services for long distance as well as for local calls and of automatic timing and billing devices. But professional and technical workers, telephone installers and repairmen, and linemen have increased with the growing volume and complexity of services.

In the baking industry, skilled craftsmen have declined as a proportion of the total employment, while sales workers and semi-skilled operatives have increased. The introduction of continuous mixing units, modern ovens, and quantity production for freezing are responsible for the decrease in the relative number of skilled workers needed. The larger volume of production has increased the need for driver-salesmen and for truck drivers, whose increase more than offset the decrease in other semi-skilled operatives caused by the use of automatic slicing, packaging, and other machines.

These excerpts illustrate the varied effects of technology, which may create some new, higher level jobs while reducing the skill required in others. Generally, the net effect appears to be tending to raise the skill level required. This, we might add, is also true of the appliances used in the home to reduce the homemaker's chores. New "automatic" washing machines and dryers are accompanied by a long, indexed book of instructions and require the services of an especially trained repairman to restore to order if improperly operated. Unskilled labor on washboards and the old-fashioned wringer is outmoded, but the washing still has to be lifted, transferred, and carried and the growing demand for cleanliness and variety of clothing seems to have increased the amount of washing done per capita and the practice of washing certain garments of delicate fabric carefully by hand. We have already noted Economist Hazel Kyrk's observation on the long-run trend toward a decreasing amount of time required for home functions, although there are forces operating both to decrease and to increase it. An interesting comparison of the housewife's work in the 1950's as compared with that in 1900 appears in a Bureau of Labor Statistics' report on the change in buying habits in the United States.[15] It concludes that the job of a worker's wife in the 1950's was very different from that of her counterpart a half century earlier but that it was not necessarily simpler or easier.

But let us return to the Census reports to note the long-run, two-decade changes observable there in the employment of women in various major industries. The largest percentage increase between 1940 and 1960 was in business and repair services where the number of women employed increased 339 per cent. In manufacturing as a whole, they increased 89 per cent, but in the manufacture of machinery, 330 per cent, and in that of transportation equipment, 273 per cent; in textile mills, they declined 13 per cent. In public administration, their number grew at the rate of 195 per cent, and in finance, insurance, and real estate, at the rate of 170 per cent. In agriculture, of course, they decreased, but at a lower rate, 16 per cent, for women, than that for men, 50 per cent. In personal services, the number of women remained virtually stationary, with an upward change of less than 1 per cent.[16]

A Census view of changes in the occupational distribution of women in the 20 years from 1940 to 1960 is definitely related to the industrial shifts, as Dr. Clague pointed out. We can only point to the highlights here. The largest rate of growth was in the number of clerical workers, who increased 166 per cent. Service workers outside of households had the next highest rate of growth, 131 per cent. Private household service workers, on the other hand, declined 16 per cent over the twenty-year period, but an increase of 24 per cent in their number between 1950 and 1960 reversed the sharp decline in the preceding decade. The overall increase in the number of employed women from 1940 to 1960 was 89 per cent, higher than the 84 per cent increase in the number of women professional and kindred workers.

Future projections for men and women combined for 1970 indicated the highest rate of growth is expected in the professional and kindred group of occupations, with service workers and clerical workers also increasing at a rapid rate. Farm workers are expected to decline in number more than 20 per cent.[17]

REFERENCES

1. U. S. Federal Security Agency, Office of Education. Counselor Competencies in Occupational Information. Committee Report, Proceedings of the 8th National Conference of State Supervisors of Guidance Services and Counselor Trainers. Washington: The Office, March 1949. Misc. 3314-3.

2. National Vocational Guidance Association. Counselor Preparation. New York: The Association, 1949.

3. Houghton, Hubert W. "Occupational and Educational Course Content," Vocational Guidance Quarterly. 8:23-26, Autumn 1959.

4. National Vocational Guidance Association. Guidelines for Preparing and Evaluating Occupational Materials. Washington: The Association, 1964.

5. Clark, Florence E. and Cleo Murtland. "Occupational Information in Counseling: Present Practices and Historical Development," Occupations. 24:451-475, May 1946.

6. Samuelson, Paul A. Economics: An Introductory Analysis. Fifth edition. New York: McGraw-Hill, 1961. Chapter 8 on "Labor and Industrial Relations."

7. Morris, Barry (ed.). The Function of Media in the Public Schools. Task Force Position Paper developed September 6-8, 1962, Washington, D. C. National Education Association, Department of Audiovisual Instruction, 1963. Reprint from Audiovisual Instruction.

National Education Association, Department of Audiovisual Instruction. Publications. Washington: The Association, undated, 8 pp.

National Education Association, Department of Audiovisual Instruction. Television in Education, A Selected Bibliography. Washington: The Association, October 1962. 8 pp.

Wigren, Harold E. Using Television for the Improvement of Urban Life: Description of a Project Sponsored by the National Education Association. Washington: The Association, undated. 9 pp., multi.

8. Lefferts, George. Special for Women. New York: Printed for Purex by Avon Book Division, Hearst Corporation, 1962. 192 pp.

9. Higgins, Edward L. and Duane Brown. "Motion Pictures: A Source of Vocational Information," *Vocational Guidance Quarterly*. 12:68-71, Autumn 1963.

10. Waltz, Garry R. "Guidance Via Television," *Vocational Guidance Quarterly*. 11:116-120, Winter 1963.

11. U. S. Department of Commerce, Bureau of the Census. *U. S. Census of Population: 1960. U. S. Summary: General Social and Economic Characteristics*. Washington: Government Printing Office, 1962. P. xi.

12. U. S. Department of Labor, Bureau of Labor Statistics. *Purchasing Power of the Consumer Dollar in the United States*. Washington: The Bureau, May 1964.

13. U. S. Department of Labor, Women's Bureau. *Women Telephone Workers and Changing Technology*. By Caroline C. Cherrix. Washington: Government Printing Office, 1963.

14. Clague, Ewan. *Effects of Technological Change on Occupational Employment Patterns in the United States*. Paper presented before the Conference on the Manpower Implications of Automation, Organization for Economic Cooperation and Development, Washington, D. C., December 8, 1964. Washington: The Bureau, 1965. 23 pp., multi.

15. U. S. Department of Labor, Bureau of Labor Statistics. *How American Buying Habits Change*. Washington: Government Printing Office, 1959. Pp. 99-102.

16. U. S. Department of Commerce, Bureau of the Census. *U. S. Census of Population: 1960. General Social and Economic Characteristics*. Washington: Government Printing Office, 1962. Table 92 for Industry; Table 89 for Occupation.

17. Taylor, Cora E. "The Occupational Outlook for 1970," *Occupational Outlook Quarterly*. 7:7-13, Feburary 1963.

CHAPTER V

CLASSIFYING AND FILING OCCUPATIONAL INFORMATION

To be able to locate the right occupational reference at the right time with the right counselee is an art that a counselor can acquire only by long experience and effort. There are a number of aids to help her and she may be fortunate enough to work in a setting, such as the Baltimore public schools, where there is a full-time specialist in occupational information to whom she can turn for suggestions. But no matter how much assistance a counselor has from librarians and occupational specialists in locating the information she needs, she must have some system of her own for filing the materials she uses every day in her own office, for the gradual accumulation of valuable data she reaps as she counsels.

If there is a central system for all the counselors in her place of employment, it is desirable for her to use the same system or to develop one that is easily translatable into the central system in order to facilitate sharing and exchange with other counselors. Her system should provide for inclusion of all possible items of information and the categories should be so defined that few items will have more than one possible allocation. It should include a guide or list of the categories with their definitions. This is desirable even if only one person uses the file, since over a period of time it is easy to forget sub-categories as information accumulates. But if more than one person is using the file, or filing materials in it, such a guide is essential. There should also be cross-references to related categories and to publications covering many occupations for which special provision must be made. Occupational information texts discuss various filing systems in detail.[1,2] Well-known systems are also discussed in a recent publication which presents in detail a California plan for classifying occupational literature for counseling use which has been developed over a 15 year period.[3] It has an alphabetical base, but subject groups.

Participants reported on various methods of classifying or filing occupational materials they had used or had observed in use. In one college setting, for instance, information was filed according to major subject or curricular fields to which they related. Other agencies used ready-made filing plans available from some publishers, such as the alphabetical system used in Librarian Wilma Bennett's Occupational Filing Plan. Some plans are based on the Census classification system developed for demographic and statistical purposes, into which every possible occupation can be fitted and for which classifications manuals are available. Attention was also called to the International Labor Office's international classification of occupations and its similarity to that used by the Bureau of Census.[4] Employment service files and those in many other counseling settings, including some commercially published plans, use the classification system of the Dictionary of Occupational Titles, "D.O.T.," the current revision of which is discussed below.

Some years ago at Alabama College for Women, Rochell Rodd Gachet developed an extensive file for use in counseling girls and women throughout the state.[5] She used the D.O.T. codes under 53 broad classifications arranged alphabetically such as personnel work and teaching. Classification for research purposes in follow-up and other studies poses a special problem. The use of a system that facilitates comparison with the findings of other researchers and with basic census and employment data is desirable. A critical comparison of various systems has been made by Researcher Robert Remstad following attempts to apply them to some 12,000 occupations considered as possibilities by nearly 700 Wisconsin high school boys and girls or engaging members of their families.[6]

The desire to classify occupations according to the basic characteristics of those who engage in them has plagued psychologists and counselors for many years. The Strong and other vocational interest inventories have often been used as the basis for departure in developing a classification of fields of work. Psychologist Anne Roe proposed a classification in which fields of work and occupational level would be determining. Psychologist Donald Super approved of Dr. Roe's proposal with some modifications, but added a third element of "enterprise" to include the industrial setting of the occupation.[7] The classification of thousands of occupations into a system of this sort is obviously difficult and must presently be based on a matter of opinion rather than of fact, as a system based on a product or skill classification can more readily be. However, research has been continuing to develop a comprehensive, adequate system of this sort for use in placement and counseling.

The Minnesota Occupational Rating Scales are now available on some 430 occupations.[8] These ratings depend in part on the opinions of a jury of experts familiar with occupational requirements as well as with psychological characteristics. They are also based on test data measuring academic ability, mechanical ability, social intelligence, clerical ability, musical talent, artistic talent, and physical agility. Four levels of each characteristic are used. For instance, on social intelligence: level A is persuasive (top 10 per cent), level B is administrative (76-90 per cent), level C is business contact and service (26-75 per cent) and level D is rank-and-file worker and a-social occupations (10-25 per cent). More than 200 occupational ability families, in which the underlying kinds and levels of ability are similar, have been identified.

The new Dictionary of Occupational Titles scheduled for release later this year will present the results of the long years of research in the U.S. Employment Service to develop a more functional classification system for counseling use, while continuing to meet the need for specificity and comprehensiveness that its placement responsibility requires. Mr. A. B. Eckerson, Chief, Occupational Dictionary and Employment Classification Section, Branch of Occupational Analysis, Division of Technical Development of the United States Employment Service, explained the new D.O.T. to the Participants, using slides to illustrate the classification structure. An invitation was also arranged for interested Participants to visit the District of Columbia job analysis research center of the U. S. Employment Service.

There will be 23,000 definitions in the new D.O.T., some 7,000 old definitions having been dropped as obsolete or duplicating, and some 6,000 new definitions having been added. Referring to current comments that every youngster entering the labor force today will start out in an occupation that will become obsolete in his life time, Dr. Eckerson asked: "What is new and what is obsolete in occupations?" Many occupations in new industries are found in old industries. Many occupations that have become obsolete in one industry because of a change in product or method may continue to be carried on in another industry. He cited, too, the example of a carpenter who formerly worked only with wood and who now may work in sheet metal and, sometimes, weld. Is the carpenter's occupation obsolete or only changing? The U. S. Employment Service operational definition for obsolescence reports that an occupation should be treated as obsolete only if there is little or no chance of placing an applicant in that occupation. According to this interpretation carpentry is a changing, but not obsolete, occupation. He also noted that the number of new occupations is actually greater in some of our oldest industries such as agriculture, where mechanization continues, than it is in some of our new industries like missile and rocket manufacturing.

The new D.O.T. will be in two parts. The first volume will contain 23,000 definitions arranged alphabetically. Each definition will describe not only what is done, but how and why. It will provide or imply information on the functions performed (relationship to data, people, or things), physical demands, working conditions, interests, temperament, training time, and aptitudes involved, and these are explained in more detail in Volume II. Each definition is assigned one or more of the 229 industry designations defined in detail in Volume II, which also lists occupations by industry. The 6-digit code number of each occupational title in the D.O.T. is based on the new classification system explained in Volume II. The first three digits group occupations by work field, material, product, service, subject matter, or other generic term and/or industry. These groups are similar to those in the old D.O.T. except that the skilled, semi-skilled, and unskilled categories have been replaced by processing, machine trades, bench work, structural work, and miscellaneous occupations. The assignment of two first digits to the expanding professional, technical, and managerial category at the head of the list, means that the code numbers for all subsequent groups are changed. The new groups and their first digits are as follows:

0 and 1	Professional, technical, and managerial occupations
2	Clerical and sales occupations
3	Service occupations
4	Farming, fishing, and forestry
5	Processing occupations

6 Machine trades occupations
7 Bench work occupations
8 Structural occupations
9 Miscellaneous occupations

Each major category is broken down by divisions according to subject matter indicated by the second digit. For example, 05 represents social sciences under the professional group. Each division is further subdivided by subject matter indicated by a third digit. For example, psychology bears the code 053.

The last three digits in the new codes indicate certain traits of persons in the occupation, as revealed by research or estimated by specialists in occupational research. The fourth digit indicates the worker's involvement with data, the fifth, with people, and the sixth, with things. Levels for each range from 0 for the most complex involvement (sythesizing of data, for example) to 8 or 9 for the least involvement (no significant relationship). For example, for the fifth digit, dealing with people, the sub-categories are:

0 Mentoring
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking-signaling
7 Serving
8 No significant relationship to people

Some 100 different worker trait groups in 22 major areas (for example, counseling, guidance, and social work) are identified by these last three digits of the new codes. These trait groups are described in Volume II, Part B, along with the range of particular worker trait requirements. The worker-traits arrangement is similar to that worked out earlier for some 4,000 occupations but is offered as a more evolved and more comprehensive substitute for the old Part IV of the original D.O.T. which was developed for counseling use with inexperienced applicants and which was pointed more toward occupational group than toward specific occupation. By using two types of classification in a single code and by the arrangement and tools offered in these two new volumes, the U. S. Employment Service hopes to meet the needs of placement workers and others who require the exact precision offered by the older classifications system and the needs of counselors who are trying to relate inexperienced persons and their characteristics to possible outlets.

Dr. Carroll Shartle, identified with early research in the U. S. Employment Service, has recently described the limitations of functional classification systems as follows:

> Certain employee entrance standards are not considered, such as age, sex, and social conformity.

Requirements for jobs are flexible and relative to supply of applicants.
Technological change makes some requirements obsolete suddenly.
Being general, they do not reflect employment conditions locally.
They over-emphasize entrance requirements, whereas many adjustment problems occur later.[9]

The complexity and changing nature of the requirements in particular occupations and the difficulty of measuring personal traits have appeared to be almost insurmountable barriers. But persistent research and experimenting and computer systems may ultimately make feasible a complete factually-based, functional system such as that begun in the new D.O.T. which will answer the needs of counselors. Dr. Shartle envisages a national occupational retrieval center to supply individuals with lists of occupations suited to their interests, aptitudes, personality, education, experience, and taking into consideration their preferences as to locality and minimum salary.

REFERENCES

1. Baer, Max and Edward C. Roeber. Occupational Information: The Dynamics of Its Nature and Use. Third edition. Chicago: Science Research Associates, 1964. Chapter 15.

2. Hoppock, Robert. Occupational Information: Where to Get It and How to Use It in Counseling and in Teaching. Second edition. New York: McGraw-Hill Book Co., 1963. Chapter 6.

3. Kirk, Barbara A. and Marjorie E. Michels. Occupational Information in Counseling: Use and Classification. Palo Alto, California: Consulting Psychologists' Press, 1964. 80 pp.

4. International Labour Office. International Classification of Occupations for Migration and Employment Placement. Volume I. Occupational Titles, Codes, and Definitions. Geneva: The Office, June 1952. 196 pp. plus index.

5. Gachet, Rochelle Rodd. "Filing Occupational Information for Women," Occupations. 22:354-357, March 1944.

6. Remstad, Robert. "A Comparison of Methods of Classifying Occupations." In Guidance Practices & Results, John W. M. Rothney. New York: Harper & Bros., 1958. Pp. 418-440.

7. Super, Donald E. Psychology of Careers. New York: Harper & Bros., 1957. Chapter 3.

8. Paterson, Donald G., C. A. Gerken, Milton E. Hahn. Revised Minnesota Rating Scales. Minneapolis, Minnesota: University of Minnesota Press, 1953.

9. Shartle, Carroll I. "Occupational Analysis, Worker Characteristics, and Occupational Classification Systems." In Man in a World at Work, ed. Henry Borow. Boston: Houghton Mifflin Co., 1964. Pp. 285-309.

CHAPTER VI

GAPS, NEEDS, RECOMMENDATIONS

During the sessions, Participants systematically noted ideas, gaps, problems, and made recommendations pertinent to our efforts to improve the counseling of women planning to return to the labor market. Two discussions were devoted to these notes and further additions were made by the group. Originally, plans called for pooling these with others stemming from other phases of the project in weekly luncheon discussion by Participants with full-time faculty consultants. As the time pressure increased to complete the course content, the emphasis on this negative phase of class reporting gave way to more positive exploratory projects and discussion was necessarily reduced. What follows, therefore, represents only a partial listing of the gaps, problems, and recommendations as compiled by Participants Coopersmith, Herzog, Hiltunen, Higgins, and Spanel, together with miscellaneous items from lectures and discussions included in this course. They are grouped without attempt at order of evaluation of their relative significance under three broad headings: economic information, methods and problems in counseling, counselor preparation.

Economic Information

Evaluation of occupational and related information for its suitability in content and style for use with middle-aged women; more information suitable for adult use.

Studies of the work histories of middle-aged and older women that supply detail on their movements in and out of the labor market and the relation between their work at home and in volunteer capacities to these movements.

Consideration of the "satisfactoriness" of women's work as well as of their satisfaction in their work in the labor market and outside.

1960 Census data on: women keeping house as main activity, school enrollments of persons over 34 years of age, women veterans, earnings by education and age as given in special report on men.

Work-life-in-the-labor-force tables for women for 1960 and more detail by marital and family status and education.

Economic contribution of homemakers and volunteer workers: need for more accurate data on nation-wide basis and for metropolitan and rural areas.

Information on common elements and relationships between home and volunteer occupations and tasks and those in labor force.

Follow-up studies of women who have entered for the first time or re-entered the labor force.

Representative sample studies of middle-aged men and women including analyses of time spent on work in labor force occupation, home, and community by education, principal occupation, and marital and family status.

Analytical studies of women's movements into and out of the labor force and the distinguishing characteristics of those permanently attached to the labor force by major occupations and industries.

Characteristics of part-time, year-around women workers as compared with temporary full-time workers and temporary part-time workers; appropriate temporary and part-time outlets by occupation and industry; labor market problems and effects of temporary and part-time work.

More information on certain occupations, especially the less skilled occupations, those in service fields, new occupations and specializations, and those in artistic and other fields where special talent is paramount.

More data on earnings in particular occupations and industries by education, length of experience, and specialization.

Inclusion of girls and women in longitudinal and follow-up studies, and provision for study of all work performed by both sexes and the relationships of labor force occupation to home and community work.

Effects of husband's occupation on wife's labor force participation and geographical, occupational, and job mobility.

Data to counteract objections still encountered that older women take jobs away from men when they enter the labor market.

Analysis of homemaking as an occupation with all the possibilities for substitutions of paid help or outside services for various typical tasks, with a view to better utilization of homemakers' capacities and creation of new work opportunities for additional specialists as well as for home managers.

Local information to supplement that based on national or other areas.

Local guides to sources of information and to employment and training opportunities for middle-aged women.

Local guides to volunteer opportunities that include more adequate information on nature of work, hours, requirements, training, advancement, etc.

More information addressed specifically to middle-aged women; inclusion of these women with other audiences utilizing newer media, such as films, tape recordings, broadcasts, etc.

Methods and Problems in Counseling Middle-Aged Women with Regard to Work and Occupation

More exploration of work settings with counselees and opportunities to observe a variety of possibilities.

Need to obtain counselee's concept of occupations in which she expresses interest and assist to more realistic view through providing opportunities for information and exploration.

More consideration of volunteer work as a possibility for women whose work motivation is primarily to be of service and more recognition of such work in obtaining work histories and in preparing resumes.

More evaluation of homemaking skills, knowledge, and experience in terms of their significance for other occupations and work settings.

More extensive and imaginative use of audiovisual methods and new techniques with groups of women.

Better communication with potential counselees, utilizing all types of channels as discussed by Miss Guin Hall and the Participants.

Emphasis on building up confidence through use of success stories of other women faced with similar problems and use of such women to help counselees experiencing difficulties.

Provision for follow-up of counselees is especially important for adding to our relatively small store of knowledge on occupations of this age group, for enlisting help for other counselees, checking on counselee's progress and need for further help and for evaluating outcome of the counseling process. Participant Roberta Barnes prepared a paper on evaluation of a counseling program for adult women.

Need for helping to raise the prestige both of homemaking and of household service workers through such means as encouraging recognition of their essential contributions, using new titles, developing new specialities, insuring that our own attitudes are respectful, cooperating with community efforts.

Emphasis on dignity of all work, avoiding especially implication with well-educated counselees that certain occupations are "beneath" them, or that "blue-collar" work is demeaning. Encouragement to highest utilization of capacities can take place without downgrading others with different capacities.

Development of more temporary-help placement agencies and resources.

How to provide panoramic view and "wide-angled" view of work possibilities.

Need for more career clinics and continuing services.

Preparation of Counselors of Middle-aged Women

Need for knowledge of how to obtain information on local industries and occupations employing middle-aged women.

Need for basic course in principles of economics and in labor relations or personnel administration.

More multi-disciplinary training, especially utilizing neglected facilities of schools or departments of social work, home economics, health and hygiene, business administration.

Observation and/or experience in a variety of counseling settings (evening school, placement or employment office, community agency, college) desirable.

Means and methods of continuing and broadening knowledge and skills through continuing interdisciplinary associations and sharing.

Consideration of problems and methods of communication (terminology and channels) with counselees, colleagues in same and other disciplines and practices, and public.

Recognition of homemaking and volunteer pursuits as work and knowledge of the variety of occupations and settings in these areas and their relationship to occupations and industries in labor force.

More emphasis on problems of time and financial assessment and how to help counselees with problems in these areas as they relate to work decisions.

More emphasis on health aspects.

HEALTH PROBLEMS AMONG EMPLOYED*

During World War II when it became important to know what women can do in industry, it was also necessary to study the special health problems of working women, especially pregnancy. This meant reading the professional literature, talking with physicians in industry, conferring with the personnel staffs who hired women, and attending many staff meetings where these problems were discussed. Eventually useful information was accumulated, although straightforward answers to the many questions in regard to the health hazards of working women are not yet available. Perhaps there is some advantage in having at least identified the most significant questions.

There are four problems to be disucssed: (1) What are the general non-occupational sicknesses among women who are employed; (2) what actual medical problems of the female sex are significant to the employed woman and to her employer; (3) what are the occupational diseases in women versus men who are employed; and (4) what are the limitations of women who work, and what is the cause of the frustrations which she suffers?

Occupational Versus Non-occupational Illnesses

One might think that industry is interested only in occupational diseases, but this is contrary to fact, because such diseases account for much less than ten per cent of the total number of days of sick absence in industry. More than 90% of them are due to illnesses which everyone has, that is to illnesses which are non-occupational in origin. Of ten days' lost time due to illness, as little as one-tenth of one per cent may be due to occupational diseases, and not more than one to three per cent would be due to occupational injuries.

Industry therefore is most interested in the non-occupational illnesses among their employed women and our knowledge of these comes from two sources: (1) from industry itself, where very excellent records are sometimes available on the sex differences, and (2) from National Health Surveys. In the 1930's the Public Health Service made a survey by going from door to door all over the country asking of a sample population if there was anyone sick in the house, and if so, what was the cause and diagnosis. Since 1950, there have been continuous surveys, and the data on the illnesses of working women are therefore available.

---

*This material prepared from the lecture by Dr. Anna M. Baetjer.

Length and Frequency of Sick-Absences for Men and Women

We wish to know three things: (1) How many days of illness does she have per year, which we call disability; (2) how frequently are women staying at home for illness, or how many such cases occur per thousand women especially in comparison to men; and (3) what we call severity, that is how many days for each absence, does she stay out when she is ill?

Ordinarily if a woman stays home for only one day, she does not need a doctor's certificate to return to her job. But in most industries if she is out more than three days, such a certificate is demanded. If it is short and simple such as a cold, her doctor may write an informal statement, if needed, but if she is out for eight days or longer, in most industries she will be eligible for sick benefits, which require a true doctor's certificate describing the nature of the illness and its cause. It follows then that the reasons given for the short illnesses are self diagnosis and reports, and probably reflect a certain amount of error, whereas the longer absences offer more reliable data.

From studies made by the Standard Oil Company in 1951 and 1952, we learn that for all age groups of women, the average number of absences is higher for women than for men, and this seems to be typical for other industrial studies. On the other hand, the absences for men are of longer duration than for women, indicating that the illnesses which keep them home are more serious. In the early age groups, the women have more frequent absences than in the middle age groups. For both men and women, more than half the illness absences are due to respiratory diseases, with gastro-intestinal diseases second in importance.

Respiratory diseases, however, are of short duration, so that although colds, grippe, influenza, etc. account for 50% of the illnesses, they account for only 30% of the actual days lost, with gastro-intestinal, cardio-vascular and chronic illnesses extending over longer periods and involving more loss of time. Industrial accidents are actually less frequent than non-industrial accidents for women.

As long ago as 1940 it was established that women have a total frequency in absences per thousand days amounting to a figure which may be even double that for men. Respiratory and digestive diseases are both more common to women, and so are migraine headaches. Genito-urinary diseases are also higher, as is neuraesthenia and other nervous diseases, even when the absences in excess of eight days are accurately certified by physicians. Men are higher in industrial accidents and women in home accidents. Industrial circumstances for workers are very different in the various industries, and the absence rates vary a good deal for the widely varying occupations. Sickness is also greater in the lower income classes.

It is well known that the death rate for men is higher than for women, and in this one factor, they are actually the weaker sex. Can one, therefore, claim that women's greater sickness rates make her the weaker sex? It has been said that women do not take their jobs as seriously as men, and therefore minor illnesses seem reason enough to stay at home for short periods. They do not need their jobs as much as men do and do not work as hard toward advancement and promotion. Women appear to use short duration sickness as an excuse for doing other things, and the question is, what other things.

The answer is that most women have two jobs, one in industry and one within the home which is perhaps even more demanding. If the woman does not feel very good, she still has to look after children or others ill in the home. She must cook, clean, shop, wash and iron, and when given a mild excuse to stay at home to recuperate and catch up with housekeeping, she is more likely than the man to make use of the opportunity. The test of this hypothesis would lie in a study of the single versus the married workers, and fortunately such studies have been made and support the hypothesis very fully.

Studies (Enterline) show that single men have a higher number of days lost per year than single women, whereas the increase in sickness absences occurs with married women, who have home and family responsibilities. This holds for both the long-term and the short-term illnesses, and the rate is highest in the age groups of women where there are young children in the home.

Other studies (Hinkle and Plummer) show that about fifteen to twenty per cent of the employed men and women account for more than sixty per cent of the illness-absences. In other words, we find a large group of people who have very few illnesses and a smaller group who have repeated illness. For example, in studies of telephone employees who had been with the company for at least twenty years, it was found that the employees who had shown up as "repeaters" in the first five years were also those who continued to have the repeated frequent illnesses in the second five-year period ten years later. Apparently, there are certain continuing personality factors involved here, as well asphysical factors, probably attitudes about work satisfactions, and interpersonal relations with fellow workers and supervisors. Chronic anxiety about home responsibility and fatigue due to overwork are also involved in the case of women. A woman, for example, who is home for illness on Thursday may say to herself, "Well, I might as well take the whole week-end and thus get caught up with all the work at home."

Socio-economic pressures also affect absences, as the data from the depression years and the war years show quite clearly. In the depression years, illness-absences go down, because jobs are scarce and job security is at such a low point that workers not only need every day's wages, but are also afraid to stay home for fear of losing their jobs. On the other hand, when jobs are plentiful and the labor market is low, as in World War II years, sick absences go up for both women and men of all ages.

The economic factor makes itself felt also in the matter of sick benefit schedules. Sick absenteeism goes up the more the industry pays, and the earlier in the illness that payment begins; these effects are apparent even more with women than with men.

Pregnancy and Women Workers

Some industries are able to solve their problems of pregnancy in the women workers by employing only single women. The public schools, for example, have in some places and some years followed this practice. This is an ostrich-like solution which is obviously doomed to failure. Women will fail to report themselves as married, and some pregnancies even among unmarried women are inevitable. Employers feel justified in refusing work to married women, claiming that they cannot afford to train workers only to have their work schedules interrupted by pregnancies. Unfortunately, the most hazardous period of pregnancy is the first three months when it is easy for the woman to conceal her condition, and therefore she will continue to work at the very time when it is more dangerous for her to do so, when she should be protected from any possible occupational hazards.

It is estimated by the Women's Bureau that there will be a million pregnancies in industry in any one year. About four per cent of employed women in the age group for potential pregnancies will have babies. Since the World War II years, industry has become more tolerant in regard to allowing pregnant women to work. Unfortunately, it is very difficult to discover whether work during pregnancy is actually harmful to the woman or to her child, and if so, to what degree, and under what circumstances. Studies have been undertaken but have proved of little value. In order to compare, for example, the incidence of miscarriage, spontaneous abortions, still births, and premature births among working and non-working mothers, the socio-economic factors must be very carefully controlled. Housing, nutrition, medical care, date at which work stopped, are difficult to control. Who is to say that the non-working "housewife" spends fewer hours a day at her labor, that she has fewer hazards or suffers less from occupational hazards, fatigue, anxiety?

Obstetricians who serve as consultants to set standards for industry can use only their own opinions based on private practice. We can advise industry not to make a practice of discharging a pregnant woman, because that will result only in a concealment of her condition. It would be better if they allow her to work, provided that she can bring a certificate from her physician, for this will insure her seeing her physician at an early date, which is important for both mother and child. Many industries follow this procedure and allow employees to work up to within six weeks of delivery, according to the standards which have been generally set by their consultants. This standard should be followed only if there are no unusual hazards in the employment. The recommendations of the various committees during the war were that a pregnant woman should have a minimum of six weeks before and after delivery. Most industries now allow pregnant women to stay for six months of their pregnancy although some will keep them longer.

A second standard recommendation set by the Women's and Children's Bureau Committee and their consultants is that women should not be re-employed until at least six weeks after delivery and only if their condition permits . A third recommendation has to do with employment involving certain physiological hazards. Pregnant women are under metabolic stress and should avoid further metabolic stresses, such as working where carbon monoxide is a hazard. They should not be exposed to lead, which is an abortive agent, nor to any ionizing radiation. They should not do any lifting of heavy weights, nor work in positions which require careful balance because pregnant women do not have normal balance in their movements, and they should not work more than forty hours per week. Consultants agree, however, that women should not be deprived of the privilege of working during pregnancy, for they are happier and healthier if they can carry on all their normal life activities including work. Insurance companies do not raise their rates for employment of pregnant women, and traumatic injury and spontaneous abortion leading to compensation claims by women are very, very rare and do not present any problem.

Working Women and Female Diseases

Industrial physicians agree that women are better off to continue work during the menopause if they can manage it. It is considered to be a very minor problem in women's employment.

Dysmenorrhea, difficulties with menstruation, and other gynecological conditions are probably the most important of the health problems of working women. Important, that is, to the individual, although minor to industry.

Family attitudes and traditions, psychological and sociological conditions are again very significant. Some girls have been brought up to believe that young women should spend one day a month in bed at the time of the menstrual period. In modern times, such traditions have largely faded from the culture. Some employing companies have dealt with the problem very satisfactorily by providing a place where girls may lie down for an hour or two. General advice seems to be: "Give them light drugs and teach them how to take good care of themselves."

Physicians agree that constipation and water retention before the menstrual period account for much of the distress, and there are undoubtedly psychological factors, such as restlessness, desire for attention, etc. Studies of women in the World War II Army Corps show that women who are carrying on their usual physical work and activities have much less discomfort in menstruation than do women in more sedentary work. This is physiologically sound because blood tends to pool in the abdomen and pelvic organs, and with exercise for the strengthening of the abdominal wall muscles, there is less pooling and less distress. Proper education, good attitude, mild medication, places to rest, seem adequate for dealing with any of these common problems. Individual cases often call for consultation with the personal physician.

There are structural differences between men and women which loom large in the employment field. Women are the weaker sex. They are shorter, only 90% as tall as men, and 90% by weight, and a larger part of women's weight is made up of adipose tissue---fat. The weight of the heart is proportionately less, so that women can put out less blood with each beat of the heart, about 75% the amount for men. Lung capacity is less, and the oxygen needed for work is not so available. Women, however, in general, because they are more sensitive about their looks, take better care of their health, are more clean, and more careful and better informed about preventive health methods.

Incidence and Number of Work-Loss Days per 100 "Usually Working" Persons 17 Years of Age and Over Due to Acute Conditions, by Condition Group and Sex United States, July 1958 to June 1959

Condition Group	Number of days per 100 "usually working" persons 17 + years of age			Number per 100 persons		
	Both sexes	Male	Female	Both sexes	Male	Female
Total acute conditions	326.2	321.3	337.7	156.2	148.4	174.6
Infectious and parasitic disease	30.1	27.6	35.9	11.9	11.2	13.5
Upper respiratory conditions	56.6	58.7	85.2	55.7	50.7	50.7
Other respiratory conditions	57.2	64.5	73.5	31.9	31.0	33.8
Digestive system conditions	16.4	15.3	19.0	7.6	7.7	7.5
Fractures, Disloctions, sprains and strains	57.0	70.4	25.7	11.0	12.2	8.2
Open wounds and lacerations	12.3	14.7	6.6	7.1	8.0	4.9
Contusions and superficial injuries	16.7	14.6	21.6	6.2	6.0	6.8
Other current injuries	14.9	16.7	10.7	6.8	7.6	4.8
Deliveries and conditions associated with pregnancy	15.3	--	15.3		--	
All other acute conditions	40.4	38.8	44.2	16.0	13.9	20.8

Source: U.S. Department of Health, Education, and Welfare; Public Health Service. Health Statistics from the United States National Health Survey (Series B-NO.18). Washington, 1960.

Comparison of Physical Characteristics of Men and Women

Condition	Males	Females	Females-Males %
Height			92
Weight, kg	70	62	89
Wt. adipose tissue, kg	12	20	167
Wt. heart, gms	330	250	76
Vital capacity, li	3.5	2.5	70
Max. pul. vent. li/min	122	92	75
Max. 02 intake, li/min	4.1	2.9	70
Max. 02 intake, li/kg/min	58	47	81
Max. 02 intake, li/kg. body wt-wt. adipose tissue/min	71	71	Same
Hemoglobin, gm/100cc	15.8	13.7	87
Red Blood Cells million/mm^3	5	4.5	90
Blood vol., li/m^2	3	2.8	93
Plasma vol			Same
Max. 5 min. running speed, km/hr	16	13	81
Muscle strength: arms			55-80
legs			70
back and hands and weighting lifting			60

Chart developed by Dr. Anna M. Baetjer

References on Health Problems of Women in Industry

Compiled by Dr. Anna M. Baetjer

Enterline, Philip. "Sick Absence for Men and Women by Marital Status," U.S. Public Health Archives of Experimental Health, March 1964.

"Occupational Health Services for Women Employees," U.S. Public Health Archives of Environmental Health. 3:1961. P. 433.

Symposium on "Women in Industry," Journal of Public Health. 50:No. 9, September 1960. Pp. 1318-1341.

"The Health of Women Who Work," U.S. Public Health Service. Washington: Government Printing Office, 1965. P. 62.

"The Woman on the Job, Her Health and Safety," National Safety Council, 1954.

U.S. Department of Labor, Women's Bureau. Washington, D.C. "Maternity Benefit Provisions for Employed Women," Bulletin 272, 1960.

Wells, R. Lomax. "The Woman Worker," Archives of Environmental Health. 4:439-445, April 1962.

NEW YORK STATE ASSISTS WOMEN NEEDING COUNSELING FOR OCCUPATIONS*

Miss Guin Hall throughout her talk emphasized the need for better communication. She noted especially the great lack of communication between such agencies as the schools with their counselors and teachers, and industry and business with their employers who cannot find the workers with needed skills. A second lack is in communication between the many groups who have programs to help women who seek employment, so that these programs can better reach the individual women, and so that those sponsoring the programs can learn from each other.

In New York there are two advisory groups, a woman's committee of eighteen and the New York Woman's Council. The first is composed of one woman from each of the several state bureaus---guidance and education, home economics, vocational education, State University, health, etc. who can inform each other about the many programs and keep abreast of what is being done. Such committees are also better able to enlist the interest and energy of the many women's organizations so that the AAUW, the LWV, Altrusa, the Women's Clubs, etc. can coordinate and support the more formal government efforts. Bulletin boards could be placed in laundromats and supermarkets. Neighborhood workers could be used to spread information. All advertisers know that it is word-of-mouth suggestion that actually sells the most products.

One of the most important assets of the adult woman seeking employment is all that she has learned during her homemaking period. She has learned much about dealing with people and about what goes on in a community, and she has more knowledge of herself and what she wants in life. She is, on the other hand, very naive about the world of work.

Many women who need money, for example, feel that they could not find a paying job, and come to the Woman's Program agency believing that they should invest what money they have in an independent business of their own. Yet these women have so little knowledge of business law, practice, and marketing that they would be bad risks in the business world. If they would develop some talent or experience to meet the demands of employers who need help, they would be far more secure. While statistics for a community may show unemployment, these statistics are commonly misinterpreted because the unemployment is among the unskilled, while those who can read, write, type, sew, or sell are badly needed in business and commerce. Employers are quick to say that they have no prejudice and would welcome older women, but of course they want women who (1) can offer some skill or know-how, and (2) have found a solution for their household commitments.

---

*This material prepared from lecture of Miss Guin Hall.

Meetings can be called by state or government agencies to bring together high school counselors and the many agencies and personnel offices in a community. Such meetings for exchange of ideas are badly needed but rare. The educators are so often unaware of the opportunities and the actual requirements of the jobs.

In Ithaca, New York, an editor sought out those outstanding persons among employed and volunteer women and a meeting was arranged where they would discuss the obstacles they had met in their careers. The woman who needs a job presents a very different picture from the man, for she is far below the level of the man in knowledge of industry and commerce and could not really find her way with the more technical information normally available.

In Buffalo, the Altrusa Club arranged a one-day program of information on the four major job opportunities for women in that area. In New York State, The Business and Professional Women's Club has a JET service, Job Employment Training committee, and each of their clubs implements this as it sees fit. The Personnel Club of New York City has a roster which lists information about positions which they have released to the public and placed in public libraries in Queens and Brooklyn. Advertising women in New York have prepared for the Woman's Program to issue, a little leaflet called "Ten Points for Job Seekers," and they also hold job-finding clinics, designed especially for advertising women whose present jobs were disappearing or who wanted to move to another field.

For all these programs, the essential factor is one woman who is the prime mover. There has to be one who is dedicated and will see a project through to the end. In Nassau County, for example, The County Distributive and Vocational Education Division was able, because of two interested women, (the adult education director who made space available; and the instructor) to set up a program for teaching courses in all the factors which women need to know about seeking work---how to manage children and household for the working mother, what employers expect, as well as specific job requirements and training opportunities.

Hofstra College has a career clinic for older women; Barnard has a Vocational Workshop for college educated women; and New York University has a vocation course for women. Five of the two-year technical institutes or community colleges have combined efforts to offer evening courses for women seeking jobs, each one different according to local needs. One is a course for consumers, another in landscaping, another in practical nursing, and another uses industrialists and personnel managers to instruct the women. Any course can be arranged if twelve people petition for it.

It is said that most people will change careers as many as five times in a life time, and if this is true, the need for better communication about job opportunities is both a present and a continuing one. So many programs via radio or television are ineffective in reaching the audiences for which they are designed because the timing has not been carefully planned. Too many agencies are unaware of programs which should be offering mutual support to each other.

LEGISLATION AFFECTING THE EMPLOYMENT OF WOMEN*

There is no more important task than that you accepted this summer in preparing to counsel adult women so that they may make a larger contribution to society and realize their potentials more fully. My assignment today is to review the development of labor standards legislation affecting the employment of women. I would love to have talked to you about some of the developments over the last twenty years which we in the Women's Bureau believe significantly affect women, by way of background, but we do not have the time. I would have mentioned particularly the great increase in the number of mature women in the labor force---the number of those aged 35 to 44 has doubled; those aged 45-54 has tripled since 1940. Women in these age groups, you recognize, need special training and counseling to prevent the under-utilization of their abilities. We believe there is need for still greater effort to break down barriers and prejudices against women's work participation and to change the attitudes of women themselves so as to foster their fullest contribution. I would certainly stress that their skills and energies are more than ever needed. As you are preparing to assist women to walk as confidently as they should through the many doors open to them, we would say "More power to you!"

My original assignment was to discuss the full range of legislation affecting women who work. Let me start by saying "This can't be done in the time allotted." It is too vast a subject. For such an assignment would include a review of such topics as Social Security and unemployment compensation and these I propose to omit from my review. Perhaps you can find time at some other point in your schedule to consider them. All I can possibly do in the brief time at my disposal is to talk about legislation which immediately affects the terms and conditions of work for women---what we used to call "protective labor legislation." Today we talk in terms of "labor standards laws," emphasizing legislation in the interest of men and women alike, and of society---legislation which increases the purchasing power of all of us and prevents conditions incompatible with our concept of democratic life today.

---

*This material prepared from the extemporaneous lecture by Mrs. Mary Dublin Keyserling. Mrs. Alice Morrison participated in the discussion following this talk.

I can give you only the quickest sketch of the history of labor legislation for it goes back a long time, perhaps 150 years to the early organized efforts to limit hours of work. Actually, efforts to face up squarely to the terrible problems coincident with industrialization did not gain momentum until just before the turn of the century. The American conscience was stirring. It was the period when Jane Addams and her associates, working in the dreadful slums of Chicago, called the Nation's attention to the terrible price paid in human terms for starvation wages, child labor, industrial health hazards, and industrial homework.

Living at Hull House at the time was Florence Kelley, who saw at first hand the tragedies of the industrial impact on her neighbors. She felt compelled to lend her energy to the prevention and correction of these evils. She became the first industrial inspector in this country under Governor Altgeld in Illinois. But she felt this was not enough; the people must be awakened. So in 1899 she formed the National Consumers' League for Fair Labor Standards.

I think of this as the root of legislation for women. Miss Kelley believed that if American women could be awakened to the conditions under which some of the goods they bought were produced, they would refuse to buy those made under unfair conditions. "I will not wear a dress that was made in dreadful sweatshop conditions." One effort to educate was the little white label put out by the National Consumers' League for use by those whose goods were desirably produced.

But, this was slow. Miss Kelley learned of progress being made in efforts to meet similar problems in other countries, especially through the enactment of minimum wage legislation. She became convinced that similar legislation was needed in America. Mr. Felix Frankfurter and Mr. Louis Brandeis, Boston lawyers, helped her draft early model minimum wage bills. Because it was thought the courts would not sustain such legislation for men, the bills related only to women and children. The first law was passed in Massachusetts in 1912. It had taken a long time. The League battled also against child labor, industrial homework, and excessive hours.

The National Child Labor Committee dated from this time, as did the American Association for Labor Legislation. This was a period when people of good conscience realized how many of those in our work force were living a really tragic existence. For instance, even in 1915 three-fifths of the women at work were earning less than $8 a week and many were earning only $1, $2, or $3. Regardless of changes in the value of the dollar, these are still appalling figures.

It was not long before the early minimum wage laws were subjected to battles in the courts. Five courts upheld the laws, but in 1923 the Supreme Court declared unconstitutional the minimum wage law which applied in the District of Columbia (Adkins v. the Children's Hospital). But that didn't stop those who were working for better conditions. They couldn't let the kind of problems that then existed continue unchallenged. The consequences to society as a whole were too great. In many states efforts were continued through education, through publicity, through the work of wage boards which continued to set wage standards for women and minors. The movement began to be successful. It is interesting that in 1934, within a month of becoming President, Franklin D. Roosevelt urged the states to enact legislation to set a floor to wages to help develop the needed purchasing power to move the wheels of industry faster and help take the country out of the depths of economic despondency. And many states responded to his call. As I remember, seven states passed minimum wage laws early in 1934.

It was in 1937 that Chief Justice Charles Evans Hughes rendered a moving and historic decision upholding the constitutionality of minimum wage laws for women. From that time forward we moved ahead rapidly. Great impetus was gained when in 1938 the Federal law setting a floor to wages was enacted---the Federal Fair Labor Standards Law. This applied minimum wage protection for the first time to men as well as women. Being a Federal law, it covered only wage earners in interstate commerce.

I had the good fortune to play a part in the national efforts to promote the passage of this legislation. In 1938 I had left teaching to become the Director of the National Consumers' League for Fair Labor Standards and my first assignment was to help mobilize support throughout the country for this much needed measure.

The passage of the Federal Law served to spur the states to further action and to extend the protection of their laws to men as well as women. Now 35 states, the District of Columbia and Puerto Rico have minimum wage laws in effect; 22 of them apply to men as well as women or women and minors. But it was not easy going 25 years or so ago. Over the years attitudes have changed. Today, most of us appreciate the stake of society in the battle against poverty in which minimum wage laws are one of our most effective weapons. Support for these measures is included in the legislative programs of most of our women's organizations, including the AAUW.

As you probably all know, in 1961 President John F. Kennedy appointed a Commission on the Status of Women. Seven committees were appointed to study the various areas of special concern to women, and to make recommendations to the Commission. One committee dealt with protective labor legislation. It strongly urged that the states move ahead with the passage of minimum wage laws for men as well as women. Today, we have 45 State Commissions on the Status of Women carrying out and implementing the recommendations of the President's Commission. They have set the passage of minimum wage laws for men as well as women as one of their major legislative goals. Largely because of their work, three new statutes were enacted this year for the first time covering men and women alike, and two states extended the coverage of their laws to men as well as women.

The widest range of groups are working together to bring standards closer to adequacy and to bring standards into areas where they now do not exist. Putting a floor under wages is now generally recognized as a vital part of the war on poverty, which has so much meaning to all of us. Too many of our people are working full-time year-around and still earn wages which are not sufficient to take them out of poverty. Our Federal minimum wage standard now is $1.25 an hour. For a 40-hour week this means $50; for 50 weeks of work this means $2,500 a year; and our commonly accepted concept of what is needed to take a family out of poverty is an income of over $3,000 a year. Our studies in the Labor Department indicate that the average city family of four today needs something like $6,500 a year to have a modest but adequate living standard. So we still have a long way to go with respect to the improvement of our Federal and state minimum wage laws.

Minimum wage legislation has particular importance to working women, who are highly concentrated in the lower-paying jobs. Most women work because of compelling economic need. Five million of the 26 million women in the labor force today are single women who must support themselves. Clearly, their earnings should be sufficient to support themselves. Many of our state minimum wage boards say that earnings of about $3,000 a year are needed to enable a woman living alone to attain standards of minimum adequacy. Another 5 million working women are the heads of their own families; they are the separated, the widowed, or divorced. Of those women in the labor force who are married and living with their husbands, a quarter have husbands whose incomes are less than $3,000 a year. Another quarter have husbands whose incomes are between $3,000 and $5,000. Their earnings are essential if the minimum needs of their families are to be met.

In general, our state minimum wage laws cover manufacturing and the major occupations except domestic service and agriculture. Wisconsin alone covers domestic service. I wish there were time to talk about the need for labor legislation and other measures to help upgrade the status of the more than a million and a half women who work in household employment and whose median earnings (taking just those who work full-time and year-around) are still only around $1,100 a year for the country as a whole. In New York State, a bill has been passed by both houses and is now before the Governor to bring domestic employees under minimum wage coverage in that state. This would be an advance.

We have done very little to bring minimum wage coverage to agricultural workers. If we mean seriously to wage a battle against poverty, we should be especially concerned with the very low income level of earnings of the people whose work brings food to our tables. In 1963, the money wages of migratory farm workers averaged only $868 and that of non-migratory farm workers only $1,126. California has just acted to extend its minimum wage protection, which covers only women and minors, to women agricultural workers. An order has been promulgated assuring them a minimum of $1.30 an hour. This is a great gain.

We have a number of important amendments before Congress right now to improve the Federal Fair Labor Standards Act. That act now assures men as well as women a minimum of $1.25 an hour. A relatively small group of workers who in 1961 were brought under the coverage of the act are still at $1.15 but will go to $1.25 in September. When the Secretary of Labor testified earlier this year in support of the Administration's proposals for improvement of the law, while he did not suggest to what specific level the minimum wage rate should be lifted, he indicated strongly the belief that a wage of $1.25 an hour is not consistent with present needs nor with minimum concepts of the American standard of living.

I should say, too, that the Federal law requires the payment of time and a half the regular rate of pay for hours worked in excess of forty a week. This premium rate of pay was enacted to provide a deterrent to excessively long hours of work and to help to spread employment. We have found that premium pay of time and a half the regular rate is not the deterrent it used to be. It doesn't pay a manufacturer, according to recent studies, to take on additional workers rather than pay overtime unless overtime is nearly double the regular rate of pay. In other words, the additional fringe benefits that are now required (Social Security payments and others) make it worthwhile to keep the same workers on the job for longer periods of time despite the overtime requirements. We still have a sizeable unemployment problem. The Administration has recommended that the payment of double the regular rate of pay for overtime after forty-five hours of work a week be required.

Today we have about 47 million non-supervisory employees, excluding executive, administrative, professional and government workers who are explicitly exempt from the Federal Fair Labor Standards Act. About 29½ million of these wage earners now are protected by this law. The Administration has urged the expansion of the act's coverage to an additional 4½ million workers.

At the present time, of the more than 17 million American workers still left outside of Federal minimum wage protection, only an estimated 5 million are covered by state minimum wage laws. Some 12 million wage earners, or more than a quarter of all non-supervisory employees, have no minimum wage protection whatever. Many of these workers are in the lowest paying occupations. A large percentage are women.

I wish there were time for me to go down a list of those states where poverty is most highly concentrated. We have 12 states where more than 30 per cent of all families live in poverty. They are the states where there is no minimum wage law or where the minimum wage standards are as low as $1.25 a day or as low as $12 or $15 a week, or 65 or 75 cents an hour.

Let us turn briefly to other types of legislation that affect the employment of women. We are all interested in legislation to assure equality of pay for equal work. In June of 1963, following a recommendation of the President's Commission on the Status of Women, Congress amended the Federal Fair Labor Standards Act to assure all workers coming within the coverage of the minimum wage provisions of that law, equal pay for equal work. This act went into effect just about a year ago and has brought many very real benefits to working women. By and large there has been widespread voluntary compliance by employers.

Many have reviewed their hiring and promotion practices and brought them into line. Collective bargaining agreements which sanctioned pay differentials for equal work are being changed. But there is nonetheless a need for vigilant and effective administration of the law. Complaints are being investigated; underpayments have been found and redressed. The law is proving of real significance to the employed woman.

We now have 27 states with equal pay laws. Our State Commissions on the Status of Women have been very much interested in promoting this legislation; we can look forward to additional enactments in the years ahead.

But the primary problem of women workers is not so much inequality of pay for equal work as the fact that all too often there is inequality of work opportunity. So many of the jobs women do are "women's jobs." Women are still highly concentrated in the lesser-skilled, lesser-paid occupations. The median earnings of women who work full-time and year-round are only about 60 per cent those of men similarly employed. There are many factors involved, of course, in this wage gap; the greater discontinuity of women's employment plays a part. But what is disturbing is that, despite less discontinuity in women's employment than before World War II, the wage gap has widened in all of the eight major industrial groupings in which women are employed. There are many barriers which still impede women's employment opportunities---many myths no longer consistent with women's record on the job still deter progress.

The passage of Title VII of the Civil Rights Act last year which includes a prohibition of discrimination in employment on the basis of sex is a milestone achievement and we can expect great gains to follow. It will lead many employers to re-evaluate their hiring and promotion practices. It will help remove sex labels from jobs. Title VII relates only to those employed in occupations affecting interstate commerce. In its first year of operation it applies only to firms employing 100 or more employees; in its second year those with 75 or more; in the third---50 or more---and thereafter to those with 25 or more.

There is need for state legislation to provide similar assurances to women outside the scope of the Federal law. Two states---Hawaii and Wisconsin---prohibited discrimination in employment based on sex before the enactment of Title VII; five additional states have acted subsequently along similar lines. We can anticipate that many others will soon follow suit.

The passage of Title VII will help stimulate the review of state labor laws relating solely to women and will hasten their extension to men as well as women where feasible and appropriate. This is especially true of minimum wage laws which clearly should benefit all wage earners.

We can expect too that many hours laws will be reviewed and be updated. Forty-three states and the District of Columbia now have laws limiting the number of hours of employment of women per day or per week, or both. Twenty-five states and the District have an eight-hour day maximum or forty-eight hour week or both for one or more industries. Eighteen other states set maximum hours standards of nine or ten hours a day or limit the work week to from 50 to 60 hours. Many of these hours laws, setting maximums to daily or weekly hours of work, provide some flexibility to permit additional or extra work beyond the maximum. In some cases where no such flexibility exists, some women in the more skilled occupations, largely those that are well organized and covered by trade union agreements, feel that a law limiting the number of hours that they may work is a disadvantage to them. Some want the opportunity to work longer hours because so often a collective bargaining agreement will enable them to work those hours at time and a half, even at double time rates. In a number of instances such women have expressed the view that state hours laws should be modified to permit overtime where reasonable standards are assured.

The President's Commission on the Status of Women had urged that we seek to substitute for laws limiting the maximum hours of work for women an amendment of our minimum wage laws to provide to men and women alike overtime of at least time and a half the regular rate of pay for all hours in excess of 8 a day or 40 a week. This would serve to discourage excessive hours for all workers.

But I would remind you that the Commission strongly cautioned us, as we move ahead to update our laws to make them applicable to men as well as women where appropriate and desirable, that, until good substitutes are on the statute books, we should be most careful to hold on to statutes which now provide very essential protection to many millions of women.

There is so much more I wish I had the time to discuss with respect to new developments in this challenging and interesting field. But let me summarize by saying that the whole trend is toward the modernization of laws, toward the extension of labor standards laws to men as well as women---laws that are geared to improvement of standards in the interest of the individual and of society---laws that recognize the importance of improved living standards in a democracy. Such standards have signal value to the people they benefit. They contribute to the growth of the economy and to sustained prosperity by helping the purchasing power of our people keep pace with our ever expanding productive powers.

We've made many great advances over the years, but there is still much progress to be achieved. Women are on the march in employment; all people in America are on the march today toward a better way of life. The average standard of living of our families, measured in dollars of constant purchasing power, has doubled since 1940. This represents a heartwarming and unprecedented achievement. The laws that I have been discussing today have played a very real part in this accomplishment. We must not minimize what they have done. The future is no less exciting. There are tremendous opportunities ahead. We now have the skills and resources, which if used wisely and well can realize the promise of a good life for all our people.

THE VALUES OF THE CITIZEN VOLUNTEER*

Can volunteer service provide sufficient stimulation and a sense of fulfillment for the mature woman to make a satisfactory career for her? I would say unequivocally "yes," but perhaps I am biased because I, personally, have had a wonderful time in my thirty-five years' experience as a citizen volunteer.

Of course, there are both satisfactions and dissatisfactions, advantages, and disadvantages to volunteer activities, but in this brief presentation I cannot elaborate. However, what aspects of life do not carry with them these same components, be they marriage, child-rearing, or working for a pay check?

In counseling women for the world of work or for developing a citizen volunteer role, the counselor, of course, takes into consideration not only the education and training, but also the individual's personal characteristics. The citizen volunteer in a leadership position (and it is in this capacity primarily that I am discussing her) should be a person who, I like to say, has five D's. She should be a dreamer (have creative ideas), developer, and doer. And she must go about her volunteer business with dedication and determination. Another important factor is the security of her financial position. If a regular pay check would mean little to her, if what it would buy would mean less to her than her freedom, mobility, enjoyment, and stimulation of the volunteer work, then she, indeed, should give careful consideration to a citizen-volunteer career.

Mobility and freedom (with responsibility, of course) are among the major conditions that usually surround the volunteer leader. The successful volunteer must be able to move freely into related areas of concern, and she must feel sufficiently free to be able to develop plans in accordance with needs without the inhibiting restraints of whether the "boss" likes it or not, or whether it might disturb prevailing community attitudes.

Often it is the volunteer in the community who is the primary "change-agent." It is she who can pioneer a service, be it prenatal clinic or golden age club. It is she who often has the total overview of the community, and it is she who can help to integrate through her various activities its social, cultural, and governmental structures. It is often she who is more aware of needed change and directions. It is she who can organize a movement for legislation for the mentally retarded, mobilize support for public education, urban renewal, public housing, city charter or state constitutional reform both through voluntary organizations and through ad hoc citizens committees. And it is she, through her practical experience as homemaker, wife, mother, PTA'er, church member, community worker, and civic organization member, who has learned how a dream can become a reality. For "to make a dream come true, you must wake up"---and the many demands of her life require from her wide-awake alertness and action.

---

*Article prepared by Mrs. Viola H. Hymes.

The history of the development of voluntary organizations is synonymous with the history of social development in America. A few years ago when I was the guest of the Federal Republic of West Germany, I had an opportunity to meet with a group of women legislators in the Bundestag. "Tell me," I asked them, "what is the secret of your success in getting so many women elected to your federal governmental body?"

"Tell us," one Bundestag member responded, "what is the secret of your women's organizations that makes them so effective in America? You have done more for the social development and legislation in your nation through your women's organizations than all the women members of the Bundestag together have been able to do for our country."

Volunteer service for the young woman who must stay close to home when her children are little makes an excellent bridge over which she may travel to get back on the highway when and if she chooses to return to the world of work.

There is always great danger, no matter how well she is educated, for the housewife and mother to slip into an "isolated and insulated" attitude. The more she separates herself from the world around her, the harder it is for her to find her way back. Inertia, lack of confidence vis a vis persons other than her family and close friends, and indifference often freeze her into a kind of permanent immobility. Volunteer service in this period of life can help to keep her related to her community and make her aware of the needs of others. Often the very activity she chooses for her volunteer field turns out to be her "cup of tea" and after further special training she enters the field as a prefessional.

A good citizen volunteer is a potent force in America today. But to be "good," she must be both educated and trained for leadership. And her education and training cannot stop with her high school or college diploma, for regretfully, little in the curriculum equips her for this particular role. In 1955 I decided to enroll at the University of Minnesota (twenty-five years after I had received my degree and before continuing education plans had been invented for women). I thought a group of courses could enhance my value as a leader in volunteer activities. I had through the years, attended informal education courses and institutes on leadership techniques, group dynamics, and similar subjects, but felt that I wanted work on a graduate level to give me more competence in several related fields in which I was volunteering.

To the casual observer, my choice of courses might have looked like a potpouri, but I had my own design. A course in Minnesota Government and one in Advanced Curriculum in Teaching of English helped me in my work with the Citizens Committee on Public Education where I was often called upon to make speeches defending the new approach to teaching English, and where I was concerned with state financial support of the public schools. A course in Mental Health and Personality Development, and one in Group Dynamics in Teaching brought me au courant with new trends in analysis of human behavior and helped me to understand my fellow workers better, both in groups and as individuals (let alone to help give me some further insights about myself). A course in the History and Philosophy of Education and one in Comparative Education was of direct use to me as chairman of education for the International Council of Jewish Women, and one in Conference Leading in Industry (I was the only woman who had ever enrolled) served as underpinning for all the meetings I was called upon to chair.

There is no limit to learning how to make oneself a more effective individual---and this obtains whether one serves to a vocational or professional position or as a citizen volunteer. And there is no limit to the stimulation, satisfaction, and sense of fulfillment in whatever one does, if the motivation and the desire to serve is directed towards helping to better in some small way the world we live in. What better opportunity is there for such service than in the role of the Citizen Volunteer?

VOLUNTEERING AS PREPARATION FOR PAID WORK*

Volunteering as defined in the dictionary has many descriptions---for instance, "free choice," "self-impelled," "full consent" and "done by design or intention." These are positive phrases which indicate positive action. I like positive steps. To me volunteering is anything a person does because she wants to do it. A job must have an end or a purpose, but this is not necessarily true of volunteering. Women can find their experience as volunteers extremely valuable when they decide to seek paid jobs. Their analysis of what was enjoyed or disliked in the volunteer situation could identify elements which should be considered in the occupation about to be entered. The counselor of adult women must be aware of this association and know how to help women relate one to the other.

It is often a time-consuming struggle to discover the client's real interests. Generally, our dreams are considered to be personal and yet these dreams may be the clue to job satisfaction. All kinds of techniques and approaches should be tried in order to establish rapport and to encourage a counselee to talk freely. In these sessions, the counselor has the responsibility to assist the client in understanding her real interests. A counselor should help the counselee in determining other factors of motivation which could affect job choice.

How can you counsel a woman who is not only uncertain about her capabilities and desires but also is unaware of her many opportunities? After all, there are approximately some 40,000 jobs. It is not only a challenge but hard work to locate and explore all possibilities, and ultimately decide upon a direction. For job satisfaction we must look for positive reactions from the individual who is making a decision to enter or re-enter the work world. The evaluation of past activities can give valuable clues. These activities have a limitless range: i.e., window shopping, bird or people watching, cooking, antiquing, sports and social work; or, these could be organized as actions centering on children in school, husband's work, self, clubs, politics or the community. We can delve further. For example, when cooking, does she follow the recipe or does she innovate---are the fractions of the various recipes a challenge to figure out, or is the planning and timing of an entire meal more interesting.

---

*This material prepared from the lecture by Miss Marjorie Bell.

After analyzing the activities, particularly the volunteer ones, it is now time to relate them to the job market. How does one know what is available? There are many sources for obtaining this information but in order to limit it to the counselee's environment, we can consider the yellow pages of the telephone book which may have listings of interest to her, or possibly the want ads showing what kinds of opportunities are immediately available. An analysis of these lists usually reveal categories of job interests similar to those she found satisfying in her volunteer work. A comparison can begin and possibly lead to more specific directions for job exploration. Perhaps during the guidance process the counselor has been aware of the areas to be considered, but now it is possible that the counselee may begin to see a pattern of factors which will relate her past experience to a future job which can be enjoyable rather than a dull routine.

People have all kinds of interests; you just never know. You are going to have to sort out the vague but motivated liberal arts graduates who talk sales work only to find that tourism is in the future, or the "I am an administrator type" who underneath it all wants to do research in a library.

Let us say that in a permissive environment, an individual can analyze what has been done in the past with particular consideration given to the positive self-impelled actions which have occurred. Can you as a counselor place anyone? Yes. If you can help them to know themselves, accept themselves and gamble, you can help them to find the ideal job.

Data on College and University Faculty,
presented by Dr. Ray C. Maul

DISTRIBUTION OF TEACHING STAFF IN UNIVERSITIES AND COLLEGES BY RANK AND SEX, 1963-64

Rank	Sex	I	II	III	IV	V	VI	VII	VIII	IX	All
Professors	Men	94.3%	93.5%	90.7%	96.1%	93.9%	85.3%	86.7%	74.0%	69.5%	89.3%
	Women	5.7	6.5	9.3	3.9	6.1	14.7	13.3	26.0	30.5	10.7
Associate professors	Men	88.0	87.0	85.0	90.4	89.1	78.6	81.9	68.7	56.9	82.9
	Women	12.0	13.0	15.0	9.6	10.9	21.4	18.1	31.3	43.1	17.1
Assistant	Men	86.0	82.0	80.2	88.6	85.5	74.3	79.7	67.0	56.6	79.3
	Women	14.0	18.0	19.8	11.4	14.5	25.7	20.3	33.0	43.4	20.7
Instructors	Men	74.9	69.9	65.4	73.1	73.1	64.7	70.6	57.3	48.0	67.8
	Women	25.1	30.1	34.6	26.9	26.9	35.3	29.4	42.7	52.0	32.2
All	Men	86.7	83.9	81.1	88.8	86.6	76.0	79.9	66.8	58.2	80.5
	Women	13.3	16.1	18.9	11.2	13.4	24.0	20.1	33.2	41.8	19.5

I. Public Universities, over 10,000 full-time enrollment
II. Public Universities, 5,000 to 10,000 full-time enrollment
III. Public Universities, under 5,000 full-time enrollment
IV. Private Universities, over 5,000 full-time enrollment
V. Private Universities, under 5,000 full-time enrollment
VI. Public Colleges
VII. Private Colleges, over 1,000 full-time enrollment
VIII. Private Colleges, 500 to 1,000 full-time enrollment
IX. Private Colleges, under 500 enrollment

Source: The National Education Association, Research Division. Research Report 1964-R3. Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1963-64. Ray C. Maul, Project Director. 60 pages.

APPENDICES

		Page
I	Adult Counselor Program: Explanatory Leaflet	A2
II	Proposal to U. S. Department of Labor, Office of Manpower, Automation and Training	A4
III	Schedule of Activities of Eight-Week Adult Counselor Program	A11
IV	Syllabus: "The Adult Woman: Her History, Place in Society, Psychology, and Education" and References - - - Dr. Mueller	A19
V	Syllabus: "Preparation of Counselors in Techniques Applicable to Counseling Adult Women" and References - - - Dr. Kirkbride	A28
VI	Syllabus: "Economic Aspects of Counseling Adult Women" and References. Also "Samples of Readings for Counselees" - - - Mrs. Zapoleon	A56
VII	Annotated Bibliography of Basic References and Bibliographies Useful to Counselors of Middle-Aged Women - - - Mrs. Zapoleon	A90
VIII	Case Studies - - - Prepared by Participants	A99
IX	Roster of Faculty and Specialized Consultants	A124
X	Roster of Participants and Biographies Written by Themselves	A132
XI	Roster of Organizations Providing Observation Experiences	A142
XII	Roster of Those Offering Special Service to the Program	A144
XIII	Roster of Associations From Which Special Study Material Was Requested	A147

APPENDIX I

EXPLANATORY LEAFLET

The Adult Counselor Program will provide an opportunity for qualified women to develop specialized techniques for counseling adult women, especially those seeking employment. Student members of the Program will also have the opportunity to participate in the development for publication of materials for use in similar programs.

WHERE AND WHEN WILL THE PROGRAM BE HELD?

The Program will be held at the Educational Center of the AAUW Educational Foundation in Washington, D. C. However arrangements are being made for each student to spend the first week observing in a related agency. The Program will be carried on from June 14 through August 6, 1965.

WHO IS ELIGIBLE?

Women are eligible who (1) hold a bachelor's degree with reasonable background in psychology, sociology, counseling, or other appropriate field and who (2) demonstrate to the satisfaction of the selection committee that counseling adults is their major future career occupational interest. Women with graduate study in pertinent fields and with experience in counseling will be given preference.

Applications are encouraged from counselors, or those preparing to be counselors, in any occupation---such as education, business, industry, government, social work.

FINANCIAL AID TO STUDENTS

A contract with the United States Department of Labor, Office of Manpower, Automation, and Training enables the AAUW Educational Foundation to subsidize those selected to the extent of full tuition and $75 a week from June 14 through August 6. No additional amount is paid for board, room, travel, or dependents.

THE PROGRAM IN OPERATION

Three distinguished teachers will be permanently with the program: Dr. Virginia R. Kirkbride, Dean of Women and Associate Professor of Educational Psychology at George Washington University; Dr. Kate Hevner Mueller, Professor of Higher Education, Indiana University; and Marguerite W. Zapoleon, Economic Consultant formerly with the Department of Labor. Other specialists will supplement the instruction in seminars and individual conferences. Participation of students in the development of the Program will be encouraged. Students will be given guided experience in adult counseling. Opportunities will be provided for field trips and for supervised observation of related programs in operation in Washington, D. C., and elsewhere.

HOUSING

Students in the Program may apply for residence in an air-conditioned dormitory at George Washington University, two blocks from the AAUW Educational Center. This would be the least expensive of possible accommodations in the area. Study space will also be available there. For details and costs write Miss Rosemary Lafferty, Administrative Assistant, Office of the Dean of Women, George Washington University, Washington, D. C. 20038.

LIBRARY

Students will have the privilege of using the library of George Washington University. Other special resources are being developed. Students are urged to bring materials for study and exhibit.

RECREATION

Schedules will be arranged to encourage students to take full advantage of the recreational and cultural advantages of Washington D. C., and its environs.

HOW, WHERE, WHEN TO APPLY

After reading this leaflet, decide whether you really intend to (1) train for and (2) pursue a career in adult counseling and whether (3) you are eligible educationally. If your answers are "yes", write for an application form. Address your request to the Director, Adult Counselor Program, AAUW Educational Foundation, 2401 Virginia Avenue N. W., Washington, D. C. 20037. Completed applications must reach this address by April 30, 1965.

APPENDIX II

PROPOSAL TO U.S. DEPARTMENT OF LABOR, OFFICE OF MANPOWER, AUTOMATION AND TRAINING

PILOT PROJECT FOR RESEARCH IN COUNSELING TECHNIQUES FOR MATURE WOMEN

Submitted by the American Association of University Women
Educational Foundation
2401 Virginia Avenue, N.W.
Washington, D.C., 20037

Eleanor F. Dolan, Director of Research and Principal Investigator

December 21, 1964

PILOT PROJECT OF RESEARCH IN COUNSELING TECHNIQUES FOR MATURE WOMEN

1. Objectives

The purpose of this research project is to determine what techniques are successful and how long it would take to prepare qualified women counselors to work with women adults seeking employment, and to publish the results in a training manual as a guide to others trying to meet the crying need for counselors of adults. (Women adults are defined as those long away from the work force.) The research will concentrate on establishing the kind of counseling adult women need, the development of new techniques for providing it, especially in relation to curriculum and length of program, and evaluation of those techniques presently available and being used.

It is the belief of this research that adult women require a new type of counselor: one who can professionally help them with their work ambitions (particularly when their families are involved), further the education needed to achieve their goals, and provide them with information about the availability of suitable occupations. The objectives of this research plan are (1) to explore the validity and usefulness of this belief, (2) to discover what is involved in preparing counselors quickly to meet this combination of needs, and (3) to report this experience in a training manual for the benefit of other training programs.

2. Relationship to Other Research

The interest of the AAUW Educational Foundation in conducting this research is a direct outgrowth of its earlier research and experimentation in qualifying mature women for a second career. A national sample survey of AAUW members was carried out in 1957 with financial support from the National Science Foundation. The percentage of mature women found ready and willing for employment was higher than anticipated. Those interested in professional work in higher education inspired the Foundation to seek a grant for a demonstration program in eleven southeastern states to assist such women in qualifying for their occupational objectives. The Rockefeller Brothers Fund has subsidized the program ($267,000) over a three-year period, 1962-1965. It has been successful from every point of view and plans are underway to extend it to other parts of the country.

The Foundation also carried on three- two-day experimental counseling programs for mature women in the autumn of 1963 in different parts of the country, including one in Washington, D. C. Women flocked to these sessions, and the requests for help from those unable to attend has continued high. The need for properly qualified people to advise these adult women is indeed great.

From these and other experiences, the AAUW Educational Foundation has come to believe that a condition basic to any permanent improvement is real knowledge based on research of what a counselor of adults should be able to do and how such a counselor can be prepared, and that this information must be widely published.

3. Procedure

(a) The research will be carried out by three permanent faculty consultants plus the principal investigator, with the assistance of specialist consultants for particular elements in the curriculum and, where appropriate, for observation or practice in public and private agencies (such as the United States Employment Service, the Employment Service of the District of Columbia, the Women's Bureau of the U. S. Department of Labor, Vocational Rehabilitation Centers, U. S. Office of Education Division of Vocational and Technical Education, Catholic and Protestant charities, B'nai B'rith, the Young Women's Christian Association, counseling centers of cities such as Cleveland and San Francisco, the National Urban League, the Alumnae Advisory Center of New York City. The assistance of business and industry will also be sought.) Arrangements will be made with such public and private agencies for the students' experience under supervision in practical observation and participation. The supervision of these experiences and their relation to the research will be provided by the faculty, and where necessary, with assistance of special consultants. The principal investigator, with secretarial and clerical assistance, will administer the program and participate in the resulting publication.

(b) Twenty women students, already professional counselors in one field or another and with special interest in working with adults, will be recruited for an eight-weeks program. Recruitment will be carried on in the usual ways, for example through discussion at professional meetings, articles in appropriate personnel journals (one informally arranged already), direct mailings to graduate schools, etc. of all universities, appropriate agencies, word-of-mouth publicity. The special method of recruitment will be to ask for nominations from those in positions to identify desirable candidates. Students will be carefully selected, as much on the basis of what they can contribute to the research and the utilization of its findings as on other factors. However, the selection process will include a written report on what the student finds is being done -- or not done -- in her local community about counseling adult women and her perception of what is needed and what she might be able to contribute after training.

A preliminary syllabus will be prepared in advance which will outline the initial few weeks approach to the program, including a statement of objectives, plans for personal conferences [see, for example, a tentative week's schedule, Appendix A] and it will serve to test the program's basic theories of how best and how quickly counselors for adults can be prepared. The students will be learning how to guide adult women wishing to return to the world of work, especially those with college experience, as they assist in creating an adequate training manual for others. Because of their part in the research and evaluation, the students, really counselor-participants, will be given financial aid in lieu of subsistence.

(c) The students will have a brief period of observation in various aspects of a variety of selected agencies counseling adult women before arrival in Washington, D. C. Such experience would serve to ready the students to contribute and achieve the most in the subsequent weeks of the program.

(d) After arrival, there will be daily programs varying in nature for maximum use of the resources of available people and services. [See Appendix A] Library study, observation and practical experience will be required; for these the cooperation of local universities and of public and private agencies is being sought. There would be frequent formal and informal general meetings to share experiences, and frequent conferences with faculty advisers to insure individual progress and for contribution to the training manual.

(e) The three faculty consultants and the principal investigator will have responsibility for planning, coordinating, adjusting and conducting the program and for bringing other consultants' abilities into the program framework, for consultation with and other assistance to students, conduct of seminars, and supervision of observation and practice. Curriculum research will include the nature of curriculum content and the relative emphasis on each element of it. For example, it will include major emphasis on adult psychology, group counseling techniques, techniques of occupational counseling and of placement for the individual mature woman, and on economic information. Opportunities for observation of adult counseling at the beginning of the program and for participation during it will provide practical bases for testing and evaluating the proposed training program.

(f) The three faculty consultants and the principal investigator will work together in preparing material for the program, in its development during the eight weeks, and in ultimate evaluation of the program. They will also prepare the written report and evaluation of the research and finally the training manual for publication. This last responsibility would require an additional week of time for the three faculty consultants and the principal investigator and will be submitted by December 31, 1965. A follow-up report will be the responsibility of the principal investigator though the three faculty consultants will be invited to participate.

4. Personnel

Principal investigator: Eleanor F. Dolan, Director of Research, AAUW Educational Foundation. The key faculty consultants are Dr. Kate Hevner Mueller, Professor of Higher Education, Indiana University; Dr. Virginia R. Kirkbride, Dean of Women, George Washington University; and, Mrs. Marguerite W. Zapoleon, Economic Consultant and formerly Chief, Employment Opportunities Branch, Women's Bureau, U. S. Department of Labor. Other specialized consultants having teaching responsibility will be faculty of recognized institutions of higher education, or qualified staff specialists of established agencies (both public and private) and appropriate businesses.

5. Facilities

The facilities for general meetings and smaller group meetings, for administration and for food service will be available at the AAUW Educational Center, 2401 Virginia Avenue, N. W., Washington, D. C., 20037. The dormitory available from George Washington University, with its reserved library with facilities for study and conferences and other resources are great assets. With the hoped-for sponsorship by the universities of the area and of the governmental and private agencies, unparalleled resources of facilities for special consultants, for study, research, demonstration, observation, and recreation will be available.

6. Duration

For the students, the program dates would be Monday, June 14, through Friday, August 6, 1965. For the three faculty consultants and principal investigator, the time of the program will be extended to August 13. However, they have already been at work on the research and will have major tasks to prepare the preliminary syllabus and the final manuscript of the report and textbook. These will be submitted by December 31, 1965.

7. Other Information

(a) The AAUW Educational Foundation is in the process of developing needed cooperation with all the universities in the Washington, D. C. area and others elsewhere which might be interested, with public and private agencies, locally and elsewhere, and with business and industry.

(b) AAUW Educational Foundation is a non-profit, tax-exempt organization. It would contribute the time of the principal investigator, the use of certain equipment and classrooms.

APPENDIX A

Proposed Schedule of Daily Operation

provided by

"Permanent Consultants," and Guest Consultants from Education, Business, Industry, Government, and Community Services

Mornings (4 days a week):

Understanding adults, their needs and problems (3 days, 1 hour each)
Techniques of counseling (3 days, 1 hour each)
Occupational (economic) information (2 days, 1½ hours each)
    (permanent consultants and guest specialists)
    (using various teaching techniques)

Afternoons (4 days a week):

One afternoon for occupational material
Two hours to developing morning material
Other afternoons to include scheduled conferences with faculty; later in program, criticism of "teacher-participant"* papers, etc., evaluation of observation, and work on syllabus.
Fifth afternoon free for study or conferences

Evenings (2 each week, usually):

Group discussions, usually with guest specialists, on special topics and "teacher-participant" contributions.
Study.

Fifth Day:

Special observations or participation scheduled.

Weekends:

Free for further observation, study or enjoyment of community resources.
Excursions planned in relation to this program or to the cultural or recreational resources of the area.

---

*Later called Participants

SCHEDULE OF ACTIVITIES FOR EIGHT-WEEK ADULT COUNSELOR PROGRAM

FIRST WEEK: JUNE 14-18

Participants In
Observation Situations *

---

* Observation situations were arranged in nineteen agencies to provide each participant with practical experience related to her special interest within the field of counseling adult women.

XX Observers kept to a minimum in order to retain group cohesion to further free experimentation.

SECOND WEEK: JUNE 21-25

Monday - 21	Tuesday - 22	Wednesday - 23	Thursday - 24	Friday - 25
9:00 Social Hour-Coffee (dining room) 9:30 Introductions and plan of program Dr. Dolan (scope, organization, student participation) 10:15-12 Miss Bean (counseling needs of the past and how they have been met)	9-12 Students report on their community situations and observation experiences. Dr. Kirkbride, presiding	Class (50 minutes each, 10 minute break) 9-9:50 Dr. Kirkbride 10-10:50 - - - 11-11:50 - - -	(Preparation of Counselors in Techniques Applicable to Counseling Adult Women) Dr. Motz (The Adult Woman in History) Mrs. Zapoleon (Economic Aspects of Counseling Adult Women)	
12-1:00 Group luncheon and discussion with Miss Bean 1-2:15 Miss Bean, students and consultants 2:30 Visit George Washington University Library, with Mrs. Murray, Assistant Librarian	1-4 Student Reports continued; discussion. Mrs. Zapoleon, presiding	12-1 Group luncheon with Dr. Motz 2-3 Dr. Osborn, chairman of a panel of six women who had experienced counseling. 3:00 Dr. Osborn orients Participants to counselees assigned them.		12-2 Group luncheon and discussion of week's work. Dr. Motz invited. Dr. Dolan presiding. (Observer and participant in discussion, Miss Bella Schwartz)

THIRD WEEK: JUNE 28- JULY 2

Monday - 28	Tuesday 29	Wednesday - 30	Thursday - 1	Friday - 2
Class	Class	Class 8-9:50 Dr. Kirkbride	Class 8:30-9:50 Dr. Osborn (The Third Dimension)	Class 8-9:50 Dr. Kirkbride
9-9:50 - - - - -	- Dr. Kirkbride			
10-10:50 - - - - -	- Dr. Useem	- - - - -	- - - -(The	Adult Woman in United States Society Today)
11-11:50 - - - - -	- Mrs. Zapoleon	- - - -	- - - -	
12-1:45 Group luncheon with Dr. Useem 1:45 Instruction on recorders 2:00 Students first counselee interview recorded (4) 3: Same (4) 4: Same (4) 4 Dr. Kirkbride begins evaluation of interviews (All consultants will assist at any interview as appropriate)	1:00 Students record (4) 2:00 Same (4) 1,2,3 Dr. Kirkbride continues evaluation Observers: Dr. Bacon; Dr. Boocock.	1-6 Dr. Kirk - bride continues evaluation 6-8 Dinner. Dr. Useem meets with participants and faculty consultants Observers: Sister M. Austin, Mrs. Lee	12-1 Group luncheon with Mrs. Keyserling and Mrs. Morrison. 1-2 Mrs. Keyserling 2-6 Dr. Kirkbride continues evaluation Observers: Dr. Tompkins, Mrs. Bell	12-2 Group luncheon and discussion. Dr. Useem invited.

FOURTH WEEK: JULY 6-9

Monday - 5	Tuesday - 6	Wednesday - 7	Thursday - 8	Friday - 9
Holiday	Class 9-9:50 Group seminar supervisory conference on first interviews. Dr. Kirkbride and consultants. 10-10:50 Mrs. Zapoleon 11-11:50 Dr. Baetjer	Class 9-9:50 Dr. Kirkbride 10-10:50 Mrs. Zapoleon 11-11:50 Dr. Bedell	Class 9-10:50 Dr. Hunt (Tests) 11-11:50 Mrs. Zapoleon	Class 9-9:50 Group Seminar Supervisory Conference on second interviews by student committee 10-10:50 Dr. Maul 11-11:50 Mrs. Zapoleon
	12-1 Group luncheon with Dr. Baetjer 2:00 Students second interview recorded (4) 3:00 Same (4) 4:00 Same (4)	1:00 Students record (4) 2:00 Same (4) During afternoon: Students critique of second interview	12-1 Luncheon with Dr. Hunt 1:00 Students critique (continued) Observation trips (APGA, NEA, Women's Bureau) Dr. Dolan	12-2 Group luncheon and discussion

FIFTH WEEK: JULY 12-16

Monday - 12	Tuesday - 13	Wednesday - 14	Thursday - 15	Friday - 16
Class 9-9:50 Dr. Kirkbride	Class 9-9:50 Dr. Kirkbride	Class 9-9:50 Miss Ware	Class 9-9:50 Dr. Kirkbride Supervisory Conference group on third interview	Class 9-9:50 Dr. Kirkbride
10-10:50 Dr. Gilinsky- - - - -(Psychology Related to Adult Women) - - - - - - -				
11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon	11-11:50 Miss Hall	11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon
12-2 Group luncheon with Dr. Gilinsky	1:00 Students record (4)	12-2 Group luncheon with Miss Hall, Miss Ware, Dr. Gilinsky	1-3 Dr. Kirkbride continues half-hour conferences	12-2 Group luncheon and discussion. Dr. Gilinsky invited
2:00 Students' third interview recorded (4)	2:00 Same (4)	1-6 Dr. Kirkbride continues half-hour conferences	3-4 Miss Hall meets with students and faculty	
3:00 Same (4) 4:00 Same (4)	1-4 Dr. Kirkbride has supervisory conference with each student for a half-hour	Observer: Miss Wells	6-8 Dinner. Dr. Gilinsky meets with Participants and faculty consultants Observer: Mrs. Fleming	

SIXTH WEEK: JULY 19-23

Monday - 19	Tuesday - 20	Wednesday - 21	Thursday - 22	Friday - 23
Class	Class	Class	Class	Class
9-10:50 Dr. Mueller	*9-10:50 Dr. Mueller	9-9:50 Dr. Kirkbride	9-9:50 Dr. Kirkbride. Supervisory group seminar with consultants	9-9:50 Dr. Kirkbride
		10-10:50 Dr. Senders	10-10:50 Dr. Senders	10-10:50 Dr. Totaro
11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon
12-1 Group luncheon with Dr. Mueller	12-1 Group luncheon with Dr. Mueller	12-1 Group luncheon with Dr. Senders and Dr. Taeuber	1-2 Dr. Snider	12-2 Group luncheon and discussion. Dr. Totaro invited
1- Students' fourth interview recorded	1- Students record (4)	1-3 Mr. Eckerson	2-4 Mrs. Zapoleon "clinic" for vocational information	
2- Same (4)	2- Same (4)			
3- Same (4)	During three afternoons students critique of fourth interview on their own time			
6-8 Dinner. Dr. Mueller with Participants and faculty consultants		Observer: Dr. Taeuber	5:30-7 Dinner. Dr. Senders meets with Participants and faculty consultants	Observer: Dr. Weary, entire day

*Some visited White House on tour arranged by Mrs. Peterson

SEVENTH WEEK: JULY 26-30

Monday - 26	Tuesday - 27	Wednesday - 28	Thursday - 29	Friday - 30
Class	Class	Class	Class	Class
9-9:50 - - - - - -	- -Dr. Kirkbride	- - - - - -	- - - - - -	9-9:50 Dr. Johnson
10-10:50 Dean Warren -	-(The Adult Woman: Functions of Education in a Democratic Society) - -			
11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon (Dr. Walsh, observer)
12-2 Group luncheon with Dean Warren	2- Mrs. Viola Hymes (cancelled, ill; paper submitted)	12- Group photo		12-2 Group luncheon and discussion. Dean Warren and Dr. Walsh invited.
				1-1:30 Dr. Walsh
		6-8 Dinner. Dean Warren meets Participants and faculty consultants		
Observers: Mrs. Henderson, Mrs. Nelson				

EIGHTH WEEK: August 2-6

Monday - 2	Tuesday - 3	Wednesday - 4	Thursday - 5	Friday - 6
Class	Class			
9-9:50 Dr. Kirkbride	9-9:50 Dr. McKay	9-10:50 Dr. Kirkbride	9-10:50 Dr. Kirkbride	9-9:50 Miss Larrabee
10-10:50 Miss Bell	10-10:50 Dr. Sievers			10-11:50 Discussion. Participants and faculty consultant
11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon	11-11:50 Mrs. Zapoleon	
12-1 Luncheon Miss Bell and Dr. Westervelt				
1:30 - 4 Dr. Westervelt				
			4-6 Faculty consultants' reception for Participants and guests	
		7- Participants' dinner for faculty consultants		

APPENDIX IV

ADULT COUNSELOR PROGRAM

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, WASHINGTON, D. C.

SUMMER 1965

Syllabus for

The Adult Woman: Her History, Place in Society, Psychology and Education

Kate Hevner Mueller
Professor of Higher Education, Indiana University,
and other distinguished teachers

Purpose and Scope

The question: What do counselors of women need to know in order to help adult women take the fullest advantage of the employment opportunities available to them and be best equipped to meet the problems which the working woman will meet in our society? What does it mean to be a woman in this present American society, to live within the family situation, to be a contributing citizen in a democratic society, to earn a living, and to enjoy a satisfying personal life?

To be prepared to answer these questions, students need to understand that such counseling is defined as personnel work which is an applied social science and therefore they further need to identify 1) its relationship to the two basic sciences of psychology and sociology and familiarity with their current concepts, vocabulary and their outstanding leaders and writers, 2) its own theories and principles, that is, its assumptions, hypotheses, methods and policies and 3) its functions, goals and limitations in a democratic society.

Course Outline

I. Our American society: an industrial, scientific society which embraces democracy as a way of life.

  A. The characteristics of modern society.

    1. The present institutions such as the family, the church, education.
    2. The conditions for working, e.g. technology, automation, management versus labor, white collar versus blue collar, etc.
    3. The organization and control of present institutions, e.g. bureaucracy, communication.
    4. Values and attitudes, e.g. social ethic versus "Protestant ethic," etc.
    5. The increase in leisure time and the rise of hedonistic philosophy and recreational programs.
    6. The rate of change in all these factors and the underlying reasons for these changes, e.g. the "population explosion," international involvements and perspectives, etc.

  B. The role of women in society

    1. Enough history of women to give perspective
      a. The primitive
      b. Ancient
      c. Renaissance
      d. Victorian versus the modern woman

    2. And the history of women in America, the pioneers, the suffragettes, etc.
    3. A brief view of women in other countries helps both to set up boundaries and to stimulate imagination about the life of women today.
    4. Relation of women to economic and cultural welfare.

II. The psychology of the adult human female.

  A. Development of the individual through childhood, adolescence and youth to maturity. This would include following through from infancy to adulthood such components of personality as physical traits, abilities, skills, talents, temperament, interests, values, attitudes, etc.

  B. The concept of the mature healthy personality.

    1. Its twin functions of individual self-realization and
    2. Its dependence on interaction with or conformity in society.

- 3. Mental Health
  - a. The methods of encouraging good health with all its richness.
  - b. Avoiding ill health in its many varieties.

C. Sex differences

- 1. Those inherited physiological differences and their implications.
- 2. Those imposed by tradition, education and societal pressures.
- 3. Self-fulfillment needs for men and women and opportunities for gratifying them.

III. Personnel work as a realm of professional endeavor.

A. 1. The evidence in society for the need of personnel work.
   2. Its raison d'etre.
   3. Its functions in communication and control.
   4. Its limitations.
   5. Its methods of dealing with bureaucracy, etc.

B. Personnel work as an integrated system with assumptions, hypotheses, controversies, methods, values, policies, training programs.

C. The role of the counselor as related to other functions of personnel work.

- 1. Community services.
- 2. Employment agencies.
- 3. Education.

IV. The problems of the Working Woman in American society.

A. The woman as homemaker.

- 1. Possible satisfactions in the role, i.e.
  - a. In sex life with the growth of knowledge about sex development, contraceptive methods and the changing mores.
  - b. In motherhood.
  - c. In service to loved ones as a means of identity.
  - d. Creative and artistic expression in homemaking.
  - e. Companionship with its changing aspects through successive decades.

- 2. Homemaking for the unmarried or childless woman.
- 3. Efficiency devices, the use of industrialized home services, the roles of husband and children, changing standards in architecture and furnishings, suburban versus apartment living, etc.

4. The hazards and the advantages for the children in the two income families, the lower age of marriage, incidence of divorce and the prognosis of the number of children in future families.
5. The relationship of the working mother to juvenile delinquency.

B. The Woman as citizen to include:

1. The traditional roles in promotion of moral and esthetic values with the nature of volunteer work in the arts and in welfare today.
2. Political opportunities and accomplishments for women.
3. Women's clubs with their characteristics and functions.
4. Female delinquency problems both juvenile and adult, with their nature, cause and treatment.

C. The Woman as earner.

1. The data and trends, with sources for current information.
2. Hazards and disadvantages for women in general, i.e.
   a. The attitudes of men.
   b. Financial inequalities.
   c. Immobility.
   d. Double demands arising from homemaking responsibilities.
   e. Hazards arising at different levels of occupations.

D. The education of Women.

1. Current theory of the function of education in society today, i.e.
   a. Free education for all beyond high school.
   b. The differential functions of public school and higher education.
   c. The role of the federal government in financing.
   d. The variation in the roles of the states.

2. Data on numbers and proportion of women educated; sex differences, socio-economic differences.
3. Disadvantages and inadequacies in women's education and for women as teachers.
4. Causes for smaller proportions of women students and teachers, e.g.
   a. Finances.
   b. Motivation.
   c. Tradition.
   d. Needed new curricula and other program.

5. The controversies over vocational and liberal education and their significance for women.
6. The movement for "continuing education for women" and its future.

Revised Course Outline

Dr. Mueller revised the original outline of her course (just preceding) and planned her material in the sequence given below. The specialists who are now carrying the course have had this outline in mind as they prepared their contributions. Their topics may be expressed differently and will be presented in a different order, but their objectives are the same as those set forth here by Dr. Mueller.

U. S. Society Today

General description of U. S. society
(highly industrialized, rapidly changing, democratic status conscious, affluent, bureaucratic, mobile, etc.)

Mobility: Horizontal and Vertical
(increasing or decreasing, urban vs. suburban, education as means, class structure, race relations)

Values in our society
(sources, changing bases and norms, family, church and school as carriers, peer group influences)

Social pressures and controls
(communication methods and effects, delinquency and crime, underprivileged groups, unemployment)

Changing patterns in the U. S.
(role as a nation, changes in roles and attitudes of men and women)

Psychology (all topics with as much special emphasis on women as possible)

Psychology as a modern science
(history, functions, goals, divisions, schools)

Human development
(infancy, childhood, adolescent, youth, adult theory of developmental tasks)

Self development and personality theory

Mental health
(theory and therapy, varieties and degrees of abnormalities, agencies for help)

Psychological and Social Sex Differences: Myths, Facts

Sex differences, physiological

Sex differences, psychological
(needs and methods for self-fulfillment)

Sex differences, social
(interaction of the individual with society)

Population problems in the U. S. and world
(early marriage)

"Sex," birth control

Women in History: Roles and Problems of the Modern Woman

History of women
(ancient, medieval women's legal status, and functions in society)

Women's suffrage
(rights, role in politics and government today, in public life)

Women today
(roles, problems as homemakers, consumers, urban - suburban life, etc.)

Women as wives and mothers
(variety of patterns, juvenile delinquency, roles of children)

Women in foreign countries

The Education of Women

Functions of education in a democratic society
(formal and informal, elementary, secondary, higher)

Varieties of colleges and universities
(admissions, financial aids, etc.)

History of education for women
(women's colleges, problems and programs for women on the campus, contrast with problems and programs for men)

Continuing education programs
(adult education, educational problems of older women)

Facts and figures about women in colleges and in professional schools
(present programs and needed future programs)

REFERENCES ON WOMEN

Kate Hevner Mueller

"The American Woman," *The American Review.* Vol. II, No. 1, December 1961, Johns Hopkins University, Bologna (Italy) Center, 168 pp., $2.00.

Beard, Mary R. *Women as Force in History.* New York: The Macmillan Company, 1946, 369 pp., $3.50.

Bernard, Jessie. *Academic Women.* University Park, Pennsylvania, 1964, 331 pp.

Borgese, Elizabeth Mann. *The Ascent of Woman.* New York: George Brazatler, 1963, 248 pp., $5.00.

Flexner, Eleanor. *Century of Struggle.* Cambridge, Massachusetts: The Belknap Press of Harvard University, 1959, 384 pp., $6.00.

Friedan, Betty. *The Feminine Mystique.* New York: W. W. Norton, 1963, 409 pp., $5.95

Genne, Elizabeth Steel (ed.). *Foundations for Christian Family Policy.* New York: National Council of Churches, 272 pp., $2.50.

Kirkpatrick, Clifford. *The Family.* 2nd edition. New York: Ronald Press, 1963, 705 pp.

Komarovsky, Mirra. *Women in the Modern World.* Boston: Little, Brown, 1953, 317 pp., $4.50.

LeMasters, E. E. *Modern Courtship and Marriage.* New York: The Macmillan Company, 1957, 619 pp.

Merriam, Eve. *After Nora Slammed the Door.* Cleveland and New York: World Publishing Company, 1964, 232 pp., $4.95.

________. *Figleaf.* Philadelphia: J. B. Lippincott Company, 1960, 252 pp., $4.95.

Mills, C. Wright. *White Collar.* New York: Oxford Press, 1951, 378 pp.

National Manpower Council. *Womanpower.* New York: Columbia University Press, 1957, 372 pp., $5.00.

________. *Work in the Lives of Modern Women.* New York: Columbia University Press, 1958, 220 pp., $4.75.

Newcomer, Mabel. *A Century of Higher Education for Women.* New York: Harper, 1959, 266 pp., $5.00.

Rainwater, Lee. *And the Poor Get Children.* Chicago: Quadrangle Books, 1960, 203 pp., $2.95.

Sanford, Nevitt (ed.). *The American College.* New York: John Wiley, 1962, 1084 pp., $11.00.

Turner, Marjorie B. *Women and Work.* Los Angeles: University of California, Institute of Industrial Relations, 78 pp., 75¢.

"The Woman in America," *Daedalus, Journal of the American Academy of Arts and Sciences.* Vol. 93, No. 2, Spring, 1964, 221 pp., $1.50.

APPENDIX V

ADULT COUNSELOR PROGRAM

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, WASHINGTON, D.C.

SUMMER 1965

Syllabus for

Preparation of Counselors in Techniques Applicable to Counseling Adult Women*

Virginia R. Kirkbride
Dean of Women, George Washington University

Purpose and Scope

To achieve the maximum understanding of why people act the way they do in their relationships with each other.

To acquire a knowledge of group process and its effect on the individual.

To identify a relevant body of knowledge in which counselors of adults should be trained.

To develop an increased understanding of the counseling process through supervised practice in individual counseling.

To develop an understanding of techniques of group counseling.

*In this report called "Counseling Techniques and Practicum"

Course Outline

Session No.

1 I. The purpose, nature and scope of the course is introduced.

2 II. What is the case study method? What procedure should be followed in preparation of assigned case studies?

A. Things to keep in mind if you are to lead a case.

B. Purpose of the use of "situational" case studies.

1. To learn how to empathize with people.

2. To explore issues in interpersonal relationships.

3 III. How is a case study best discussed? (led by the instructor)

4 IV. Panel: a discussion of basic definitions: adult, counseling, adult counseling and its purposes.

5 **V. What is found in Centers providing counseling services for adults?

A. Variety of settings.

1. Information regarding the
   a. Variety of present settings.
   b. Factors that may be used in determining future settings.
   c. Sources of counseling help.
   d. Effective utilization of existing resources.

B. Staffing

1. Team approach.

2. Qualifications determined by levels of counseling; the training and experience required for each.

3. Recruitment---the potential exists in a variety of occupational fields.

6 VI. Panel: Training programs for Counselors of adults.

A. Format of training.

1. Relation to institutional setting.

2. Provision for independent study, seminars and practicum.

3. Role of professional organizations.

B. Content of training.

1. Body of knowledge (primarily course work).

2. Training in counseling process (primarily supervised experience in the counseling relationship).

7 *VII. The Third Dimension - an introduction to individual appraisal.

8 VIII. Which techniques are useful in the appraisal of the individual for purposes of counseling?

A. Adult counselors need to understand people.

1. Basic consideration of human relations.

9 Group Supervisory Conference

10 2. Application of human relations

11 *B. Tools useful in the counseling process.

1. Tests

12 Group Supervisory Conference

13 2. Decision Making.

14 C. Panel: Problems, choices and opportunities of counselees.

15 *IX. Pertinent legislation---outside speaker will cover legislation affecting counselors.

16 Group Supervisory Conference

17 X. A member of the class will be designated to lead the second case.

18 XI. What are the values and limitations of group methods used in counseling?

19 A. Demonstration

20 B. Panel: Examples of successful programs given at centers of continuing education.

21 Group Supervisory Conference

22 *C Demonstration of the organization and content for a short term course using group counseling.

23 XII. Class members divide into groups of six or seven for analysis of cases (written by class members).

24 XIII. Panel: a discussion of some areas of functioning patterns of adults where counseling is likely to be needed or helpful.

25 XIV. Class members divide into groups of six or seven for analysis of cases written by class members.

26 *XV. The role of professional associations in adult education today and tomorrow.

27 Research, evaluation, follow-up

28 Case studies

* Outside expert to speak or demonstrate.
** Afternoon trip to local "center" included here (optional).

Course Requirements

1. Write a "situational" case to be used in class study. The case should demonstrate some of the complex relationships that adult women have in their multiple roles and it should show the importance of these interpersonal relationships. You may work individually on this assignment or in groups of two or three.

Due: Monday, July 12

2. Develop an outline for a Handbook that might be given to adult women who need orientation to your "center." For instance, for orientation to a college, the Handbook should include information on how to enroll, the advisory system, special services such as health, placement, employment, financial aids, scholarship, reading clinic and the like.

Due: Monday, July 19

3. Prepare an outline for a short term course for group counseling of adult women.

Due: Monday, July 26

4. Develop a concrete proposal for a Center for Counseling Adults and submit a 2,000 word statement outlining it.

Assume that your statement is for the head of your agency or institution (i.e. college president) and it is designed to furnish him with the following information:

(a) the need for adult counseling services.

(b) the philosophy, the functions and the general purpose of the center.

(c) the qualifications and duties of the staff members.

(d) the recruitment of staff.

Due: Monday, August 2

5. You will have supervised experience in counseling. Counseling sessions will be recorded on audio tape. Clients will be provided for

you and you will record up to five interviews. Some of these recordings will be used by the entire group for class discussion.

Record first interview: Monday and Tuesday, July 28, 29.

Outline for Preparing "Situational" Case

Write a "situational" case to be used in class study. The case should demonstrate some of the complex relationships that adult women (35-54) have in their multiple roles and it should show the importance of these interpersonal relationships. You may work individually on this assignment or in groups of two or three. The following outline suggests various categories. (It is not considered all-inclusive.)

I. Categories for Case Studies.

A. Marital Spectrum.
1. Single, with or without responsibilities for parents or others.
2. Married - childless.
3. Married - family, grown up and away from home.
4. Married - family.
    a. Children under and over 12.
    b. Children 12 or over
    c. Children 11 or under.
    d. Any children under 18.
5. Divorced.
    a. Childless.
    b. With children.
6. Widowed.
    a. Childless.
    b. With children.

B. Education Spectrum.
1. Complete high school work.
2. Continue college for A.B. degree.
3. Continue education for a Masters' or Doctors' degree.
4. Continue college but not necessarily interested in getting a degree.
5. Continue college for special courses, needed to be updated or new kinds of skills required.
6. Continue professional, business school or other non-college training such as nursing, beauty culture and secretarial work.
7. Continue education in belief that education can help her solve problem(s) (but doesn't know what kind of education will help or where to find it).
8. Continue education to explore new areas of knowledge and experience.
9. Continue college for courses to prepare for shift in career patterns in middle life.
10. (Perhaps college or university training is not needed and some more appropriate agency may be suggested.)

C. Work Spectrum.

1. Women displaced by automation or other technological changes, making skills obsolescent or those women displaced by organizational or other changes and experience difficulty in obtaining employment.
2. Women considering the possibility of second career, i.e. retired military personnel, air stewardess.
3. Women who had never been employed and are going into the labor market for the first time.
4. Women who wish to pick up on a previous career and reenter the labor force after a lapse of ten to fifteen years; women with prior employment experience but reentering labor market after long absence who want to change type of employment.
5. Women who have had good experience in volunteer work, who wish to use this as a basis for paid employment.
6. Women required to make vocational changes, i.e., those who have become physically handicapped, and thus are forced to change employment.
7. Women seeking or needing to shift career patterns in middle of later life.
8. Women seeking full-time vs. part-time employment.
9. Women who have an emergency need to work (financial need primarily) vs. non-emergency motivation.

D. Relationship with community.

1. Has the adult woman played in the orchestra, sung in chorus, been a "Sunday painter," Girl Scout troop leader, volunteer worker, etc.?
2. Will she continue in her urban, suburban, or small town setting?

E. Goals and Professional Interests

1. Self-enrichment and improvement.
2. Personal and professional growth.
3. Civic competence.
4. Enjoyment of learning.
5. Training for a degree, etc. (See education spectrum).
6. Preparation for work (See work spectrum).

F. Problems

1. Lack of confidence.
2. Scheduling of time to cover multiple of duties and responsibilities.
3. Physical exhaustion and tension.
4. Curtailed social activities.
5. Conflict in sense of values.

Two "Situational" Cases for Class Study

"Situational" cases for class study. The cases demonstrate some of the complex relationships that adult women have in their multiple roles and show the importance of these interpersonal relationships.

Case No. 1: Mrs. Marie Street

Mrs. Street graduated cum laude from a midwestern university with a major in social science. She then taught four years in elementary school before returning to the University of Chicago to complete her M.A. degree. Mrs. Street did not accept their offer of a fellowship for study toward a doctorate as she preferred the college position in teacher training that became available to her. After two years of college teaching, Mrs. Street married a professional man holding an executive position with the United States government. She taught about a year following her marriage and then Mrs. Street gave full time to being "a good wife and mother."

The Streets have two daughters, one age 22, a college graduate and presently teaching school; the other daughter is 16, a high school junior.

Through the years when the girls were growing up Mrs. Street continued her professional interest in education through the holding of PTA offices, teaching adult classes in the religious education department and through the attendance with her husband at educational conferences and meetings.

When the oldest girl went away to college, Mrs. Street's work at home lightened and she felt a great desire to return again to a career she loved and which mentally and emotionally she had never really left. But an absence of twenty-three years from the world of work made her realize the need for more recent educational training, and perhaps a new career direction.

She began to appraise her past experience in the light of her present interests. She wondered "What jobs are available in the field of my primary interest, teacher training?" "What might prove to be a good alternative field with job opportunities?" She wanted to get a salaried position, either full or part-time. She did not have to work, but she wanted to work, doing "Something I will find interesting and through which I can perhaps fill a need and make a contribution."

Mrs. Street decided to seek counseling to determine if she was capable of doing graduate work in a professional field. She was concerned about her ability to pursue academic work in addition to maintaining her domestic responsibilities. She also queried the counselor as to the truth of a statement several people had made to her---that professors resent having women in graduate school because "they go through all that training and then don't do anything with it."

FOR STUDY AND DISCUSSION

1. How does Mrs. Street approach her husband and her daughters with her desire for further educational training? What attitudes and responses can she expect from her friends?

2. What are the factors which the counselor will explore with Mrs. Street:

   a) family relationships

   b) conflicts between domestic and academic responsibilities

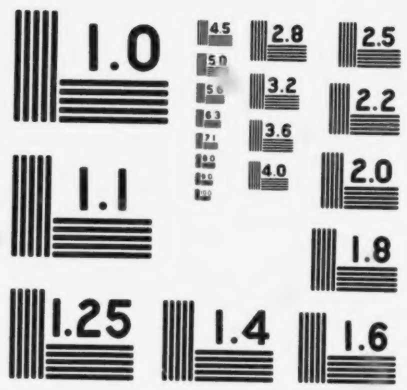
   c) potential in labor market

3. What differences will her age make in her classroom contacts? How may her professors respond to "women who go through all the necessary training to reenter the labor market and then don't do anything after all with this training?"

6 OF 7

ED

014106


1.0
4.5
2.8
2.5
5.0
3.2
2.2
5.6
6.3
3.6
4.0
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

Case No. 2: Mrs. Lyda Boyer*

The college education of Mrs. Lyda Boyer began in 1937 at Brigham Young University. Here she enrolled as a physical education major only because her high school instructor in physical education thought she had great talent as a dancer and had arranged for her to teach tap dancing to defray part of her tuition expenses. For two years she met the basic requirements as an undergraduate and, in addition, took every dancing class that was offered. Some time during her junior year she decided that her true interest was not in physical education and consequently she switched her major from physical education to that of sociology with an emphasis on social casework. At the end of her junior year she was married and went to the University of Wisconsin with her husband who had a scholarship to work for his Ph.D. Their plan was that Mrs. Boyer would work for three years using her skills of shorthand, typewriting, and bookkeeping; and by saving their "pennies," she would go to the University during their fourth year so that she would receive her bachelor's degree at the same time her husband would receive his Ph.D. This plan might have worked out except that when she went to enroll at the University of Wisconsin during the beginning of their fourth year, she found that in making the transfer, she lost so many credits that it would be absolutely impossible for her to finish her degree in one year's work. One of the main reasons for her losing credits was her switch in her major. However, Mrs. Boyer decided to enroll full time in upper-division work in sociology. She was one of four students chosen for a practical program with the Family Welfare Society in Madison, training students for social casework. She was assigned three cases and entered the program with enthusiasm.

She did not enroll the second semester in Wisconsin because the first of the Boyers' three children was on the way. As an alternative plan, Mrs. Boyer contacted Brigham Young University and discussed her situation with them. An arrangement was made whereby she would take correspondence work from Brigham Young University under their direction, return for one summer session and thus complete her bachelor's degree there.

At the end of that year her husband accepted his first academic position at Stanford and their first child was born. The intervening years included Standford University, World War II, three children and moving to Minnesota. Then thirteen years ago they moved just outside St. Paul to a new suburban neighborhood with a population of about 6,000 and only one school house with four rooms. From the time they first moved there, the population grew to over 25,000 and Mrs. Boyer involved herself in suburban living and the problems entailed in the rapidly growing suburb.

---

*Dennis, Lawrence E., ed., "American Council on Education," Education and a Woman's Life, 1963, pp. 92-96 (changed from first to third person).

Mrs. Boyer became immersed in many activities such as the fund-raising bond issue for school construction; local regional and national PTA; serving as a school election judge for many years and giving innumerable lectures at the high school on local government, the state constitution, and other similar topics. Other community activities in which she was involved included the League of Women Voters of which she was an organizer and one of the first presidents, a member of the recreation board and a promoter of the Girl Scout program.

After many years of this active volunteer service, Mrs. Boyer began to reevaluate her life and realized she would not be happy continuing with such voluntary activities. In addition, she had more and more free time as her older girl was a sophomore in college, another a senior in high school, and her boy was in the ninth grade. It was at this time, as she was casting around for some outlet, that Mrs. Cless, co-director of the Minnesota Plan, invited her to be a pilot member of its first seminar. This was in 1959 and they called their seminar "Critical Thinking in Contemporary Issues". It is now the New World of Knowledge Seminar. (This seminar was exciting and stimulating for every woman who participated and they were the envy of the professional men on campus who recognized the value and tremendous stature of the men giving these seminars.)

Mrs. Boyer followed the first seminar with a second one, Art of Reading, and a third one last year, Frontiers in Twentieth-Century Science. She has met the requirements for credit in these three seminars and made full use of Vera Schletzer, a counselor in the Minnesota Plan, in organizing and planning her courses.

Last fall she enrolled in the College of Science, Literature, and the Arts at the University of Minnesota and encountered some difficulty in getting her credits evaluated. She has had a scattered education, with credits from three universities as a student in residence, credits for correspondence work and as an adult special, and credits for the seminars in the extension division. At this point, she has no clear-cut goals or a definite major, but at the University of Minnesota she has felt welcome and finds the university officials sympathetic and glad to have her.

Some of the courses that she had taken at Brigham Young University and the University of Wisconsin were no longer listed in the catalogues so the officials did not know whether to assign upper-division or lower-division credits to them. In many cases lower-division credits were assigned to the upper-division work that she so badly needed. Brigham Young University was not listed as an accredited school for correspondence work and she needed their upper-division classes. Also she had to ask acceptance of her credits from the Minnesota Plan by the College of Science, Literature, and the Arts. But with the help of understanding people, all of this has been accomplished. She is enrolled this fall and expects to have her bachelor's degree by June. At this time she has no clear-cut plans or goals but feels that her completion of this degree will be a source of great satisfaction. She hopes that with guidance and understanding she can acquire some definite goals and make concrete plans for the future.

FOR STUDY AND DISCUSSION

1) How should Mrs. Boyer be aided in projecting her future plans? Take into consideration her past "planning."

2) Has her difficulty in securing a degree affected her outlook towards education for women?

3) Of what benefit are Mrs. Boyer's past experiences in volunteer organizations?

4) What similarities might be found between the reactions of the Boyer family and the Streets? Differences?

Directives for Reading and Study

1. Take notes only for your own future use; fuller notes on the first reference, less full on subsequent items on the same topic.

2. Make full use of a system of abbreviations.

3. Build your concepts of the writers and leaders, where they work, their philosophy, etc.

4. Build up a working knowledge of current journals, their age, size, topics covered, practical and theoretical value, usefulness to you and the like.

Principles of Counseling

(Fundamental guideposts and working philosophy of the trained counselor)

1. The individual functions as a total organism and his efficiency will depend on his total adjustment to life.
2. The need for counseling arises when the individual is confronted with problems of adjustment which he cannot solve satisfactorily without help.
3. The function of counseling is to help individuals to help themselves.
4. Effective counseling is dependent upon adequate data.
5. The counselor should hold the confidences of the client in professional confidence.
6. Effective counseling requires a proper setting.
7. Counseling cannot be completely centralized.
8. The counselor needs professional training.
9. The counselor must know when to refer the client to a specialist.
10. The counselor can be more effective through preventive rather than remedial measures.

GROUP APPROACHES

Audio-Visual Aids are instruments of sight and sound used for the purpose of helping persons with their problems of choice and/or adjustment.

Case Study is a meeting of two or more people in which the individuals seek a solution to an actual problem through which experience they can approach their own problems more effectively.

Group Conference is a meeting of two or more people in which the individuals seek information for their own guidance on a given subject from an authority on the topic.

Group Discussion is an exchange of ideas among two or more people on a given subject intended to stimulate the participants to think creatively for the purpose of formulating individual and/or group conclusions.

Group Therapy is construed as group methods employed to assist individuals who present maladjustment problems in personality and interpersonal relationships which call for remedial and corrective action.

Leadership Training Course is a program of study that deals with the various aspects of leadership through orderly and democratic procedures.

Lecture is a prepared discourse on a given subject for the purpose of disseminating information or ideas which at the same time contributes to the individual's adjustment.

Group Counseling is discussion among two or more people under professional leadership directed toward increasing maturity and adjustment of the individual participants.

Occupations Course is a program of study which deals with vocational information such as training, requirements and opportunities in various fields.

Orientation Course is a program of study designed to help students in their adjustment to all phases of their new environment.

Panel Discussion is a program by means of which chosen leaders discuss among themselves a given topic for the purpose of raising and clarifying issues for the benefit of the individuals in the group.

Role Playing is dramatization of spontaneous reaction to a problem common to a group for the purpose of enabling the individual participants to experience empathy.

June 1965

REFERENCES ON COUNSELING AND GUIDANCE

(Found in library of George Washington University)

Virginia R. Kirkbride

Adams, J. F. Counseling and Guidance. New York: The Macmillan Company, 1965.

Ahmann, J. S. Testing Student Achievement and Aptitudes. Washington, D.C.: Washington Center for Applied Research and Education, 1962.

________, and M. D. Glock. Evaluating Pupil Growth. Boston: Allyn and Bacon, 1963.

________, et al. Evaluating Elementary School Pupils. Boston: Allyn and Bacon, 1960.

*Allport, G. W. Pattern and Growth in Personality. New York: Holt, Rinehart and Winston, 1963.

Andrew, D. C. and L. N. Downing, 120 Readings in Guidance. Lincoln, Nebraska: University of Nebraska Press, 1955.

Arbuckle, D. S. Guidance and Counseling in the Classroom. Boston: Allyn and Bacon, 1955.

________. Student Personnel Services in Higher Education. New York: McGraw Hill, 1953.

________. Teacher Counseling. Cambridge, Mass.: Addison-Wesley Press, 1950.

________. Pupil Personnel Services in American Schools. Boston: Allyn and Bacon, 1962.

Association for Supervision and Curriculum Development. Guidance in the Curriculum. 1955 Yearbook. Washington, D.C.: The Association, NEA, 1955.

Baer, M. F. and E. C. Roeber. Occupational Information, Its Nature and Use. Chicago: Science Research Associates, 1958.

Barry, Ruth and Beverly Wolf. Modern Issues in Guidance-Personnel Work. Teachers College, Columbia University, 1957.

Bauernfeind, R. H. Building a School Testing Program. Boston: Houghton Mifflin.

Bennett, Margaret E. College and Life. 4th edition. New York: McGraw-Hill, 1952.

*________. Guidance in Groups. New York: McGraw-Hill, 1955.

---

*Required Reading

Berdie, R., et al. Testing in Guidance and Counseling. New York: 1963.

Bernard, H. W., et al. Guidance Services in Elementary Schools. New York: Teachers College, Columbia University, 1958.

*Bingham, W. V. D. and B. Moore. How to Interview. New York: Harper, 1959
1941

Bloom, B. S. Use of Academic Prediction Scales for Counseling and Selecting College Entrants. Chicago: Free Press, 1961.

Bordin, E. S. Psychological Counseling. New York: Appleton-Century-Crofts, 1955.

Borow, H. Man in a World at Work. Boston: Houghton Mifflin, 1964.

Brammer, L. M. and E. L. Shostrum. Therapeutic Psychology: Fundamentals of Counseling and Psychotherapy. New York: Prentice-Hall, 1948.

Brayfield, A. H. Readings in Modern Methods of Counseling. New York: Prentice-Hall, 1948.

Brewer, J. M. History of Vocational Guidance. New York: Harper, 1942.

Byrne, R. H. The School Counselor. Boston: Houghton Mifflin, 1963.

Callis, R., et al. A Casebook of Counseling. New York: Appleton-Century-Crofts, 1955.

Chisholm, Leslie L. Guiding Youth in Secondary School. New York: American Book Company, 1956.

Cottingham, H. F. Guidance in Elementary Schools: Principles and Practices. Bloomington, Indiana: McKnight and McKnight, 1956.

Cottle, W. C. and N. M. Downie. Procedure and Preparation for Counseling. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960.

Crow, L. D. and Alice V. Crow. An Introduction to Guidance. (1st and 2nd editions). New York: American Book Company, 1960.

Darley, J. G. Testing and Counseling in the High School Guidance Program. Chicago: Science Research Associates, 1951.

Detjen, E. W. and Mary F. Detjen. Elementary School Guidance. New York: The Macmillan Company, 1955.

Driscoll, Gertrude P. Child Guidance in the Classroom. New York: Teachers College, Columbia University, 1955.

Erickson, C. E. A Basic Test for Guidance Workers. New York: Prentice-Hall, 1947.

*Erickson, C. E. *The Counseling Interview.* New York: Prentice-Hall, 1950.

________, and Glenn E. Smith. *Organization and Administration of Guidance Services.* New York: McGraw-Hill, 1955.

Erraiff, W. *Helping Counselors Grow Professionally.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

*Farwell, Gail F. and H. J. Peters. *Guidance Readings for Counselors.* Chicago: Rand McNally and Company, 1950.

Ferguson, D. G. *Pupil Personnel Services.* Washington, D.C.: Washington Center for Applied Research in Education, 1963.

Fisher, Margaret B. and Jeanne L. Noble. *College Education as Personal Development.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960.

Forrester, Gertrude. *Occupational Literature.* New York: H. W. Wilson, 1958.

Froelich, C. P. *Guidance Services in Schools.* 2nd edition. New York: McGraw-Hill, 1958.

________, and K. B. Hoyt. *Guidance Testing and Other Student Appraisal Procedures for Teachers and Counselors.* Chicago: Science Research Associates, 1960.

Ginzberg, E., *et al.* *Occupational Choice.* New York: Columbia University Press, 1951.

Glanz, E. C. *Groups in Guidance.* Boston: Allyn and Bacon, 1962.

Goldman, L. *Using Tests in Counseling.* New York: Appleton-Century-Crofts, 1961.

Gordon, Ira J. *Teacher as a Guidance Worker.* New York: Harper, 1956.

Greenleaf, W. J. (ed.). *Occupations, A Basic Course for Counselors.* Washington, D.C.: U. S. Office of Education, Government Printing Office, 1952.

________. *Occupations and Careers.* New York: McGraw-Hill, 1955.

Guidance Services. *Cooperative Study of Secondary School Standards, Evaluative Criterion, Section G.* Washington, D.C.: Guidance Services, 1785 Massachusetts Avenue, N. W., 1950.

Hahn, M. E. and M. S. MacLean. *Counseling Psychology.* New York: McGraw-Hill, 1955.

Hamrin, Shirley A. *Chats with Teachers About Counseling.* Bloomington, Indiana: McKnight and McKnight, 1950.

________. *Initiating and Administering Guidance Services.* Bloomington, Indiana: McKnight and McKnight, 1953.

________, and Blanche B. Paulson. *Counseling Adolescents.* Chicago: Science Research Associates, 1950.

Hatch, R. N. *Guidance Services in the Elementary School.* Dubuque, Iowa: William C. Brown, 1951.

________, and P. L. Dressel. *Guidance Services in the Secondary School.* Dubuque, Iowa: William C. Brown, 1953.

________, and Buford L. Steffire. *Administration of Guidance Services: Organization, Supervision, Evaluation.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958.

Hilton, M. Eunice. (ed.). *Guidance in the Age of Automation.* Syracuse, New York: Syracuse University Press, 1957.

Hopkins, E. H. *The Essentials of a Student Personnel Program.* Washington, D. C.: The American College Personnel Association, 1948.

Hoppock, R. *Occupational Information.* New York: McGraw-Hill, 1963.

Humphreys, J. A. and A. E. Traxler. *Guidance Services.* Chicago: Science Research Associates, 1960.

Hutson, P. W. *Guidance Function in Education.* New York: Appleton-Century-Crofts, 1958.

Invitational Conference on Testing Problems, 1959 Proceedings of the Conference. Princeton, New Jersey: Educational Testing Service, 1960.

Johnson, M., *et al.* *Junior High School Guidance.* New York: Harper & Row, Pubs., 1961.

Johnston, E. G., *et al.* *Pupil Personnel and Guidance Services.* New York: McGraw-Hill.

Jones, A. J. *Principles of Guidance and Pupil Personnel Work.* 4th edition. New York: McGraw-Hill, 1951.

Kaplan, O. J. (ed.). *Encyclopedia of Vocational Guidance.* New York: Philosophical Library, 1948. Vols. I and II.

Kelley, Janet A. Guidance and Curriculum. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955.

Kemp, C. Perspectives on the Group Process: A Foundation for Counseling with Groups. Boston: Houghton Mifflin Company, 1964.

Kitson, H. D. and June B. Newton. Helping People Find Jobs. New York: Harper, 1950.

Knapp, R. H. Guidance in the Elementary School. Boston: Allyn and Bacon, 1959.

__________. Practical Guidance Methods. New York: McGraw-Hill, 1953.

Knowles, J. W. Group Counseling. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Kowitz, G. T. and Norma G. Kowitz. Guidance in the Elementary Classroom. New York: McGraw-Hill, 1959.

Langford, Louise M. Guidance of the Young Child. New York: Wiley and Sons, 1960.

Lefever, D. W., et al. Principles and Techniques of Guidance. (revised ed.) New York: Ronald Press, 1950.

*Lifton, W. M. Working with Groups. New York: Wiley and Sons, 1961.

Lindvall, C. Testing and Evaluation. New York: Harcourt, Brace and World, Inc., 1961.

Litwack, L., et al. Critical Issues in Student Personnel Work: A Problem Case Book. Chicago: Rand McNally and Company, 1965.

Loughary, J. W. Counseling in Secondary Schools. New York: Harper & Row, Pubs., 1961.

McDaniel, H. B. and G. A. Shaftel. Guidance in the Modern School. New York: Dryden Press, 1956.

__________., et al. Readings in Guidance. New York: Dryden Press, 1959.

McGowan, J. F. and L. D. Schmidt. Counseling: Readings in Theory and Practice. New York: Holt, Rinehart and Winston, Inc., 1962.

McKinney, F. Counseling for Personal Adjustment in Schools and Colleges. Boston: Houghton Mifflin, 1958.

Martinson, Ruth A. and H. W. Smallenburg. Guidance in Elementary Schools. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958.

Marzolf, S. A. Psychological Diagnosis and Counseling in the Schools. New York: Holt, Rinehart and Winston, Inc., 1956

Mathewson, R. H. Guidance Policy and Practice. revised New York: Harper, 1959.

Miller, C H. Foundations of Guidance. New York: Harper & Row, Pubs., 1961.

________. Guidance Services. New York: Harper & Row, Pubs., 1965.

Miller, F. W. Guidance Principles and Services. Columbus, Ohio: Charles E. Merrill Books, Inc., 1961.

Mortensen, D. G. and A. M. Schumuller. Guidance in Today's Schools. New York: Wiley and Sons, 1959.

Moser. Leslie E. and Ruth S. Moser. Counseling and Guidance: an Exploration. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

Mueller, Kate H. Student Personnel Work in Higher Education. Boston: Houghton Mifflin, 1961.

National Education Association. Guidance for Today's Children. 33rd Yearbook. Washington, D. C.: Department of Elementary School Principals, 1955.

National Society for the Study of Education. Personnel Services in Education. 58th Yearbook. Part II. Chicago: University of Chicago Press, 1959.

Norris, Willa. Occupational Information in the Elementary School. Chicago: Science Research Associates, 1963.

________, et al. The Information Service in Guidance. Chicago: Rand McNally and Company, 1960.

Office of Superintendent of Schools, Test Bureau Guidance Handbook for Secondary Schools. Los Angeles County, California: The Office, 1948.

Ohlsen, M. M. Guidance. New York: Harcourt, Brace and World, 1955.

*Peters, H. J. and Gail F. Farwell. Guidance: A Developmental Approach. Chicago: Rand McNally and Company, 1959.

________, and B. Shertzer. Counseling: A Book of Readings. Columbus, Ohio: Charles E. Merrill Books, Inc., 1962.

Peters, H. J., et al. Guidance in the Elementary School. New York: The Macmillan Company, 1963 & 1965.

Pepinsky, H. B. and Pauline N. Pepinsky. Counseling, Theory and Practice. New York: Ronald Press, 1954.

Roe, Ann. The Psychology of Occupations. New York: Wiley and Sons, 1956.

Rogers, C. R. Client-Centered Therapy. Boston: Houghton Mifflin, 1951.

________. On Becoming a Person. Boston: Houghton Mifflin, 1961.

Rosecrance, Francis C. and Velma D. Hayden. School Guidance and Personnel Services. Boston: Allyn and Bacon, 1960.

Rothney, J. W. Guidance Practices and Results. New York: Harper, 1958.

________. The High School Student: A Book of Cases. New York: Dryden Press.

________, and N. E. Koopman. "Guidance of the Gifted." National Society for the Study of Education. 57th Yearbook, Part II. Chicago: University of Chicago Press, 1958.

Sanderson, H. Basic Concepts in Vocational Guidance. New York: McGraw-Hill, 1955.

Sanford, R. N. American College: A Psychological and Social Interpretation of Higher Learning. New York: Wiley and Sons, 1962.

Sechrest, Carolyn A. New Dimensions in Counseling Students: A Case Approach. New York: Teachers College, Columbia University, 1958.

Shartle, C. L. Occupational Information. 3rd edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.

Shertzer, B. and H. J. Peters. Guidance Techniques for Individual Appraisal and Development. New York: The Macmillan Company, 1965.

Smith, G. E. Counseling in the Secondary School. New York: The Macmillan Company, 1955.

________. Principles and Practices of the Guidance Program. New York: The Macmillan Company.

Snyder, W. U. A Casebook on Non-Directive Counseling. Boston: Houghton Mifflin, 1947.

Stewart, L. H. and C. F. Warnath. The Counselor and the School Guidance Program. Boston: Houghton Mifflin, 1965.

*Strang, Ruth. Counseling Techniques in College and Secondary Schools. revised. New York: Harper, 1949.

________. Educational Guidance: Its Principles and Practice. New York: The Macmillan Company, 1947.

________. Role of the Teacher in Personnel Work. 4th edition, revised. New York: Teachers College, Columbia University, 1953.

Super, D. E. Psychology of Careers. New York: Harper, 1957.

________, and J. O. Crites. Appraising Vocational Fitness by Means of Psychological Tests. revised. New York: Harper & Row, Pubs., 1962.

Torrance, E. P. Guiding Creative Talent. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.

Traxler, A. E. Techniques of Guidance. revised. New York: Harper, 1957.

Tyler, Leona E. The Work of the Counselor. New York: Appleton-Century-Crofts, 1953.

U. S. Employment Service, U. S. Department of Labor. Dictionary of Occupational Titles. Parts I, II, III and IV. Washington, D.C.: Government Printing Office.

Virginia State Department of Education. Guidance Handbook. Richmond: State Board of Education, 1951.

Warters, Jane. Group Guidance: Principles and Practice. New York: McGraw-Hill, 1960.

________. High School Personnel Work Today. New York: McGraw-Hill, 1956.

*________. Techniques of Counseling. 2nd edition. Hightstown, New Jersey: McGraw-Hill, 1962.

Weinland, J. D. and Margaret V. Gross. Personnel Interviewing. New York: McGraw-Hill, 1952.

Weitz, H. Behavior Change Through Guidance. New York: Wiley and Sons, 1964.

Willey, R. D. Guidance in Elementary Education. New York: Harper, 1960.

*________, and D. C. Andrew. Modern Methods and Techniques in Guidance. New York: Harper, 1955.

*________, and W. M. Strong. Group Procedures in Guidance. New York: Harper, 1957.

Williamson, E. G. Counseling Adolescents. New York: McGraw-Hill, 1950.

________. Student Personnel Services in Colleges and Universities. New York: McGraw-Hill, 1961.

________. Trends in Student Personnel Work. Minneapolis: University of Minnesota Press, 1949.

Woellner, R. C. and N. A. Wood. Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary Schools, Secondary Schools, Junior Colleges. University of Chicago, 1962-63.

Wrenn, C. G. The Counselor in a Changing World. Washington, D.C.: American Personnel and Guidance Association, 1962.

________, and Willis E. Dugan. Guidance Procedures in High School. Minneapolis: University of Minnesota Press, 1956.

Wright, Barbara H. Practical Handbook for Group Guidance. Chicago: Science Research Associates, 1948.

Zeran, F. R. and A. C. Riccio. Organization and Administration of Guidance Services. Chicago: Rand McNally and Company, 1962.

PERIODICALS

American Psychologist. (The American Psychological Association, 1333 16th Street, N. W., Washington, 6 D. C.).

American Vocational Journal. (The American Vocational Association, 1010 Vermont Avenue, N. W., Washington, D. C.).

Counselor Education and Supervision. (Association for Counselor Education and Supervision, 1605 New Hampshire Avenue, N. W., Washington 9, D. C.).

Educational and Psychological Measurement. (Box 6907, College Station, Durham, North Carolina).

Journal of Applied Psychology. (The American Psychological Association, 1333 16th Street N. W., Washington 6, D. C.).

Journal of College Student Personnel. (American College Personnel Association, 1605 New Hampshire Avenue, N. W. Washington 9, D. C.).

Journal of Counseling Psychology. (Ohio State University, Columbus, Ohio).

Journal of Educational Psychology. (10 East Centre Street, Baltimore 2, Maryland).

Journal of Educational Research. (Dembar Publications, Inc., 303 East Wilson Street, Madison 3, Wisconsin).

Journal of Experimental Education. (Dembar Publications, Inc., 303 East Wilson Street, Madison 3, Wisconsin).

Journal of the National Association of Women Deans and Counselors. (1201 16th Street, N. W., Washington 6, D. C.).

Labor Review. (U. S. Department of Labor, Washington 25, D. C.).

National Association of Secondary School Principals Bulletin. (National Education Association, 1201 16th Street, N. W., Washington 6, D. C.).

Personnel and Guidance Journal. (American Personnel and Guidance Association, 1605 New Hampshire Avenue, N. W., Washington 9, D. C.).

School and Society. (1834 Broadway, New York 23, New York).

School Counselor. (American School Counselor Association, 1605 New Hampshire Avenue, N. W., Washington 9, D. C.).

School Life. (Government Printing Office, Washington, D. C.).

The School Review. (University of Chicago, Chicago, Illinois).

Vocational Guidance Quarterly. National Vocational Guidance Association, 1605 New Hampshire Avenue, N. W., Washington, D. C.).

APPENDIX VI

ADULT COUNSELOR PROGRAM

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, WASHINGTON, D. C.

SUMMER 1965

Syllabus for

Economic Aspects of Counseling Adult Women

Marguerite W. Zapoleon
Economic Consultant

Purpose and Scope

To view the economic characteristics of women, aged 35-54 in the United States, noting differences from those of men aged 35-54 and from those of other women, and assessing trends and predictions.

To examine sources of information on work opportunities and resources available to women aged 35-54 who seek to alter their work roles.

To discuss effective use of facts and sources by counselors in assisting these women with their occupational decisions, planning, and adjustment.

To note gaps in economic information, in methods of using it, and in counselor preparation in this area that retard effective counseling of these women.

To suggest how these gaps may be reasonably reduced.

Course Procedures

Note: To help focus and apply information, each class member will select: 1) an imaginary counselee with given characteristics and an occupational problem for whom she will assemble pertinent information and relate specific sources, and 2) an occupation on which to intensify study, preferably one related to her counselee's needs (to be tied in with Dr. Kirkbride's case studies).

Each member will also be asked to serve as class secretary at one session to note the gaps and problems in the area covered and to introduce these into the final discussion of gaps and problems (Session 21).

Course Syllabus

Session No.

1 I. How can a knowledge of economics and economic facts contribute to more effective counseling?

  A. The interdisciplinary nature of vocational guidance; its economic aspects

  B. The need for integrating economic aspects with the physical, psychological, social, philosophical, and religious aspects

  C. The need for defining terms to improve professional and counselee communication, for example: work, labor, employment, industry, career, vocation, occupation, job, position

II. What do we know about the economic characteristics of women aged 35-54 in the United States from Census and other sources? How do they compare with those of men aged 35-54 and those of other women?

2 A. Work status

  B. Work settings

  C. Occupations

3 D. Income and earnings

  E. Time spent on work
    1. during week and year
    2. over life span

4

  F. Changes in nature of work over life span in relation to family life-cycle

5 G. Uses and limitations of group data in vocational guidance

  H. Gaps and problems

III. What do we know about occupational decisions, planning, and adjustment, especially in relation to women aged 35-54?

6 A. Work roles

1. Why people work and how their work affects, and is affected by, other aspects of their lives

2. Why women seek employment and how their employment affects, and is affected by, other aspects of their lives

3. The range of views on work roles of women

7 B. Factors influencing work adjustment

8 C. Factors influencing occupational and other work decisions

9 D. Special considerations involved in the occupational planning of women, especially those aged 35-54.

E. Additional considerations of sub-groups of women with special problems

F. Gaps and problems

IV. What occupational and related information do counselors need and where and how can it be obtained?

A. Types of information needed

10 1. Range and distribution of work opportunities in labor market range of counselees

11 2. Detailed information on particular occupations and work settings suitable for counselees

12 3. Socio-economic trends affecting particular occupations and occupational distribution in next two decades

4. (Education and training opportunities - Dr. Mueller will cover)

5. (Financial aids for education and training - Dr. Mueller will cover)

6. (Other resources for aid on health and other personal and social problems of counselees - Dr. Kirkbride will cover, relate to Dr. Mueller IIIC)

13 *7. Placement facilities and employment practices

*8. (Pertinent legislation - outside speaker will cover all legislation affecting all workers)

14 9. Special aids and tools facilitating the relating of information to counselee characteristics and problems

15 B. Sources and samples of information

16 C. Evaluation of information

17 **D. Supplementing available information

E. Gaps and problems

V. How can counselors use this information to assist counselees in occupational planning and adjustment?

18 A. Classifying and arranging information for ready use

19 B. Use with groups

1. Values and limitations of group methods

2. Group techniques: classes, conferences, observation trips, etc.

*3. Use of broadcasts and other visual aids

20 C. Use with individuals (relate to Dr. Kirkbride V)

1. According to primary purpose of the counseling

2. According to specific problems of counselees

D. Use to encourage wholesome attitudes toward work, workers, and other women

E. Gaps and problems

21 VI. Summary of gaps and problems; discussion of how they may be reasonably reduced

22 VII. Suggestions for counselor preparation

*Outside expert to speak or demonstrate.
**Afternoon trip to local employing establishment included here.

REFERENCES ON ECONOMIC ASPECTS OF COUNSELING ADULT WOMEN

Marguerite W. Zapoleon

American Association of University Women Educational Foundation. Counseling Sessions for Mature Women, 1963. Washington, D C.: The Foundation, 1964.

American Board on Counseling Services. 1965-66 Directory of Approved Counseling Services. Washington, D.C.: The Board, 1965.

American Nurses' Association. The Older Nurse. New York: The Association, 1954.

Arthur, Julietta K. Jobs for Women Over Thirty-five. New York: Prentice-Hall, 1947.

*Baer, Max and Edward C. Roeber. Occupational Information: The Dynamics of Its Nature and Use. 3rd edition. Chicago: Science Research Associates, 1964.

Baetjer, Anna M. Women in Industry. Philadelphia: J.B. Lippincott Company, 1953.

*Bennett, Margaret E. Guidance and Counseling in Groups. 2nd edition. New York: McGraw-Hill, 1963.

Bernard, Jessie. Academic Women. University Park, Pennsylvania: Pennsylvania State University Press, 1964.

*Bingham, Walter Van Dyke and Bruce V. Moore. How to Interview. New York: Harper, 1959.

*Borow, Henry (ed.). Man in a World at Work. Boston: Houghton Mifflin, 1964.

Brewer, John M. History of Vocational Guidance. New York: Harper, 1942.

Brown, E. H. Phelps. The Economics of Labor. New Haven, Connecticut: Yale University Press, 1962.

*Caplow, Theodore. The Sociology of Work. Minneapolis: University of Minnesota Press, 1954.

---

*Required reading

*Carlson, R. E., _et al_. _The Measurement of Employment Satisfaction_. Studies in Vocational Rehabilitation XIII. Minneapolis: University of Minnesota Industrial Relations Center, 1962.

*________. _The Measurement of Employment Satisfactoriness_. Studies in Vocational Rehabilitation XIV. Minneapolis: University of Minnesota Industrial Relations Center, 1963.

Cassara, Beverly Brenner (ed.). _American Women: The Changing Image._ Boston: Beacon Press, 1962.

Cassidy, Rosalind F. _Counseling Girls in a Changing Society._ New York: McGraw-Hill, 1947.

Cautley, Patricia Woodward. _A.A.U.W. Members Look at College Education._ An Interim Report. Washington, D. C.: American Association of University Women, 1949.

Cleveland Welfare Federation. Occupational Planning Committee. _"35" But Still Alive._ Undated.

Cole, Charles C., Jr. _Encouraging Scientific Talent._ New York: College Entrance Examination Board, 1956.

*College Placement Council. _College Placement Annual_. Bethlehem, Pennsylvania: The Council, 1965.

*Cooper, Joseph D. _A Woman's Guide to Part-Time Employment_. New York: Doubleday and Company, Inc., 1964.

Corson, John J. and John W. McConnell. _Economic Needs of Older People._ New York: The Twentieth Century Fund, 1956.

*Cussler, Margaret. _The Woman Executive_. New York: Harcourt, Brace, and World, Inc., 1958.

Darley, John G. and Theda Hagenah. _Vocational Interest Measurement, Theory, and Practice_. Minneapolis: University of Minnesota Press, 1955.

*David, Opal (ed.). _The Education of Women - Signs for the Future._ Washington, D. C.: The American Council on Education, 1959.

*Dawis, Rene V., _et al._ _A Theory of Work Adjustment._ Minneapolis: University of Minnesota Industrial Relations Center, 1964. Studies in Vocational Rehabilitation XV.

Deferrari, Roy J. (ed.). _Guidance in Catholic Colleges and Universities_. Washington, D.C.: Catholic University, 1949.

Dennis, Lawrence (ed.). _Education and a Woman's Life. The Itasca Conference on The Continuing Education of Women_. Washington, D.C.: The American Council on Education, 1963.

*Deutsch, Albert and Helen Fishman (eds.). *Encyclopedia of Mental Health.* New York: Encylopedia of Mental Health, a Division of Franklin Watts, Inc., 1963.

Dickson, Marguerite. *Vocational Guidance for Girls.* New York: Rand McNally and Company, 1919.

*Duvall, Evelyn M. *Family Development.* 2nd edition. New York: J. B. Lippincott Company, 1962.

Earlham College. *Report on the Conference on Undergraduate Education for Women.* Richmond, Indiana: The College, 1962.

**Encyclopedia of Associations.* 2 vols. 4th edition. Detroit: Gale Research Company, 1964.

Farber, Seymour and H. L. Wilson Roger (eds). *Man and Civilization: The Potential of Woman.* New York: McGraw-Hill, 1963.

Feder, Daniel D., Joan Fiss Bishop, Wendell S. Dysinger, Leona Wise Jones. *The Administration of Student Personnel Programs in American Colleges and Universities.* Washington, D. C.: The American Council on Education, 1958.

Federation Employment and Guidance Service - 25 Years of Service. New York: The Service, 42 E. 41st Street.

*Forrester, Gertrude. *Occupational Literature.* A Bibliography. New York: H. W. Wilson, 1964. (rev. ed.)

Friedan, Betty. *Feminine Mystique.* New York: W. W. Norton and Company, Inc., 1963.

Gage, Marie Geraldine. *The Work Load and Its Value for 50 Homemakers, Tompkins County, New York.* Ph.D. Thesis. Ithaca, New York: Cornell University, 1960.

Gardner, Laura C. *Seattle, Washington, Vistas for Women Forum. February 26, 1965.* New York: YWCA National Board, March, 1965.

*________. *YWCA Vistas for Women - An Interim Report to the Bureau of Personnel and Training Committee, May 4, 1965.* New York: YWCA National Board.

*Gilbreth, Lillian M., Orpha Mae Thomas and Eleanor Clymer. *Management in the Home.* 2nd edition. New York: Dodd, Mead and Company, 1959.

Ginzberg, Eli, Sol W. Ginsburg, Sidney Axelrod and John Herma. *Occupational Choice.* New York: Columbia University Press, 1951.

*Gross, Irma (ed.). Potentialities of Women in the Middle Years. Lansing, Michigan: Michigan State University Press, 1956.

Gruenberg, Sidonie M. and Hilda Sidney Krech. The Many Lives of Modern Women. Garden City, New York: Doubleday and Company, Inc., 1952.

Haber, William, Louis A. Ferman and James R. Hudson. The Impact of Technological Change. Kalamazoo, Michigan: W. E. Upjohn Institute for Employment Research, 1963.

*Haebich, Kathryn A. Vocations in Fact and Fiction. 2nd edition. Chicago: The American Library Association, 1962.

Havemann, Ernest and Patricia Salter West. They Went to College. New York: Harcourt, Brace, and World, Inc., 1952.

Heron, Alexander R. Why Men Work. Stanford University: Stanford University Press, 1948.

*Herzberg, Frederick, Bernard Mausner, Richard O. Paterson, and Dora F. Capwell. Job Attitudes: Review of Research and Opinion. Pittsburgh, Pennsylvania: Psychological Services of Pittsburgh, 1957.

Hoppock, Robert. Job Satisfaction. New York: Harper, 1935.

*_________. Occupational Information: Where to Get It and How to Use It in Counseling and in Teaching. 2nd edition. New York: McGraw-Hill, 1963.

*Hottel, Althea K. How Fare American Women? Washington, D.C.: The American Council on Education, Commission on the Education of Women, 1955.

Hunter, Morton. Her Infinite Variety. New York: Harper & Row, Pubs., 1962.

Jaffee, Abram, et al. Survey of Employer's Practices and Policies in the Hiring of Physically Impaired Workers. New York: The Federation Employment and Guidance Service, 1959.

Jewish Vacation Association. The Years Between: The Role Today of Women in Middle Age. New York: The Association, January, 1957.

_________. The Middle-Aged Woman and the Labor Market. New York: The Association, 1962.

_________. Women in the Middle Years. New York: The Association, 1961.

*Kaplan, Oscar J. (ed.). Encyclopedia of Vocational Guidance. 2 vols. New York: The Philosophical Library, 1948.

Kass, Babette and Rose C. Feld. The Economic Strength of Business and Professional Women. New York: The National Federation of Business and Professional Women's Clubs, 1954.

*Kitson, Harry D. and June B. Newton. Helping People Find Jobs. New York: Harper, 1950.

Komarovsky, Mirra. Women in the Modern World: Their Education and Their Dilemmas. Boston: Little, Brown and Company, 1953.

Kuznets, Simon, Ann Ratner Miller and Richard A. Easterlin. Analysis of Economic Change. Philadelphia: The American Philosophical Society, 1960.

*Kyrk, Hazel. The Family in the American Economy. Chicago: University of Chicago Press, 1953.

Lefferts, George. Special for Women. New York: Avon Books, 1962.

Lerner, Max. America as a Civilization. New York: Simon and Schuster, Inc., 1957.

Lloyd-Jones, Esther and Esther M. Westervelt, (eds.). Behavioral Science and Guidance. Proposal and Perspectives. New York: Columbia University, Teachers' College, 1963.

Maverick, Lewis A. The Vocational Guidance of College Students. Cambridge, Massachusetts: Harvard University Press, 1926.

McGinley, Phyllis. Sixpence in Her Shoe. New York: The Macmillan Company, 1964.

*Mead, Margaret. Male and Female: A Study of Sexes in a Changing World. New York: Morrow, 1949 or Mentor, 1955.

*Merton, Robert K., Leonard Broom, and Leonard S. Cottrell, Jr. (eds.). Sociology Today: Problems and Prospects. New York: Basic Books, 1959.

Metropolitan New York College Placement Officers (comp.). Research Committee. Career Counseling and Placement in Higher Education: An Annotated Bibliography, 1965.

*Miller, Delbert C. and William H. Form. Industrial Sociology. 2nd edition. New York: Harper & Row, Pubs., 1964.

Montagu, Ashley. The Natural Superiority of Women. New York: The Macmillan Company, 1953.

Morris, James R. Employment Opportunities in Later Years. Burlingame, California: Foundation for Voluntary Welfare, 1960.

*Mueller, Kate Hevner. Student Personnel Services in Higher Education. Boston: Houghton Mifflin, 1960.

*__________. Educating Women for a Changing World. Minneapolis: University of Minnesota, 1954.

*Muller, Leo C. and G. Ouida (eds.). New Horizons for College Women. Washington, D.C.: The Public Affairs Press, 1960.

*Myrdal, Alva and Viola Klein. Women's Two Roles: Home and Work. London: Routledge and Kegan Paul, 1956.

National Bureau of Economic Research. Aspects of Labor Economics. Princeton, New Jersey: Princeton University Press, 1962.

National Council on Aging. A General Bibliography on Aging. New York: The Council, 1963.

__________. The Strength of Our Years. 13 Annual Report. New York: The Council, 1964.

National Directory of Employment Services. Detroit: Gale Research Company, 1963.

*National Manpower Council. Womanpower. New York: Columbia University Press, 1957.

*__________. Work in the Lives of Married Women. New York: Columbia University Press, 1958.

*National Vocational Guidance Association. Guidelines for Preparing and Evaluating Occupational Materials. Washington, D.C.: The Association, 1964.

*__________. NVGA Bibliography of Current Occupational Literature. Washington, D.C.: The Association, 1963.

Nelson, John Oliver (ed.). Work and Vocation. New York: Harper, 1954.

Noble, Jeanne L. The Negro Woman's College Education. New York: Columbia University, Teachers' College, 1956.

Norris, Willa, Franklin R. Zeran and Raymond N. Hatch. The Information Service in Guidance. Chicago: Rand McNally and Company, 1960.

*Nosow, Sigmund and William H. Form. Man, Work and Society. New York: Basic Books, Inc., Pubs., 1962.

Nye, F. Ivan and Lois W. Hoffman. The Employed Mother in America. Chicago: Rand McNally and Company, 1963.

Palmer, Gladys L. and Carol P. Brainard. Labor Mobility in Six Cities. Washington, D. C.: Social Science Research Council, Committee on Labor Market Research, 1954.

Parker, Ben. An Evaluation of The Career Clinic for Mature Women. Master's Thesis. Cleveland: Western Reserve University, Department of Industry, 1963.

*Parsons,Talcott, Edward Shils, Kaspar D. Naegele and Jesse R. Pitts (eds.). Theories of Society. 2 vols. Glencoe, Illinois: Free Press, 1961.

Perloff, Evelyn (comp.) Education for Women: A Selected Annotated Bibliography, 1950-1962. Washington, D. C.: The American Association of University Women, January, 1963.

Pfister, Louise, as told to Frances Spatz Leighton. I Married a Psychiatrist. New York: Citadel Press, 1961. Dell edition, 1963.

Presbyterian Church in The United States, Board of Christian Education. Presbyterian Guidance Program Handbook, Preparation for Career Choice. Richmond, Virginia: The Board, 1963.

*Pressey, Sidney L. and Raymond G. Kuhlen. Psychological Development Through the Life Span. New York: Harper, 1957.

Radcliffe Committee on Graduate Education for Women. The Radcliffe Ph.D. Cambridge, Massachusetts: Harvard University Press, 1956.

Randall, Helen. "Measuring Up" - A Career Clinic for Older Women Workers. Cleveland: Cleveland Welfare Federation, Occupational Planning Committee, May, 1957.

*Roe, Anne. Psychology of Occupations. New York: Wiley and Sons, 1956.

Roethlisberger, F. I. and William J. Dickson. Management and The Worker. Cambridge, Massachusetts: Harvard University Press, 1947.

*Rothney, John W. M. Guidance Practices and Results. New York: Harper, 1958.

*Samuelson, Paul A. Economics - An Introductory Analysis. 6th edition. New York: McGraw-Hill, 1964.

*Sanderson, Herbert. Basic Concepts in Vocational Guidance. New York: McGraw-Hill, 1954.

*Schwartz, Jane. Part-Time Employment. New York: Alumnae Advisory Center, 1964.

*Schwartz, Jane, (comp.). *The Changing Role of College Women: A Bibliography.* New York: Alumnae Advisory Center, 1962.

*Scott, Thomas B., *et al.* *A Definition of Work Adjustment.* Minneapolis: University of Minnesota Industrial Relations Center, 1958. Vocational Rehabilitation Studies XV.

*Scott, Walter D., Robert C. Clothier, and William R. Spriegel. *Personnel Management.* 6th edition. New York: McGraw-Hill, 1961.

Scott-Maxwell, Florida Pier. *Women and Sometimes Men.* New York: Alfred A. Knopf, Inc., 1957.

*Seeley, John R., R. Alexander Sim, and Elizabeth W. Loosley. *Crestwood Heights - A Study of the Culture of Suburban Life.* New York: Basic Books, Inc., Pubs., 1956.

*Shartle, Carroll L. *Occupational Information.* 3rd edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1959.

Sillen, Janet. *In Quest of Wider Horizons.* The Woman After Forty Thinks About A Job. New York: The Jewish Vacation Association, 1962.

——————. *A Memorandum on the Motivation of Middle-Aged Women in the Lower Educational Brackets to Return to Work.* New York: The Jewish Vacation Association, 1961.

*Smuts, Robert W. *Women and Work in America.* New York: Columbia University Press, 1959.

Stoddard, George D. *On The Education of Women.* New York: The Macmillan Company, 1950.

*Strong, Edward K. Jr. *Vocational Interests of Men and Women.* Stanford University: Stanford University Press, 1943.

Super, Donald E., *et al.* *Career Development: Self-Concept Theory.* Princeton, New Jersey: College Entrance Examination Board, 1963.

*——————. *Psychology of Careers.* New York: Harper & Row, Pubs., 1957.

——————, and Paul B. Bachrach. *Scientific Careers and Vocational Development Theory.* New York: Columbia University, Teachers' College, 1957.

Talbot, Marion and Lois K. M. Rosenberry. *History of the American Association of University Women, 1881-1931.* Boston: Houghton-Mifflin, 1931.

Teal, Everett A. and Robert F. Herrick (eds.). *The Fundamentals of College Placement.* Bethlehem, Pennsylvania: College Placement Council, 1962. ch. 13.

Tiedeman, David V. and Robert P. O'Hara. *Career Development: Choice and Adjustment.* Princeton, New Jersey: College Entrance Examination Board, 1963.

Tiedeman, David V., Robert P. O'Hara and Esther Matthews. Position Choice and Career Development in Men and Women: A Conceptual Framework. Cambridge, Massachusetts: Harvard University Press, 1960.

*Traxler, Arthur E. Techniques of Guidance. New York: Harper, 1957. rev. ed.

Tryon, Ruth W. Investment in Creative Scholarship, A History of The Fellowship Program of the A.A.U.W. 1890-1956. Washington, D.C.: The Association, 1957.

*Tyler, Leona. The Work of the Counselor. New York: Appleton-Century-Crofts, 1961.

*United Community Funds and Councils of America. Directory of Volunteer Bureaus. New York: The Funds and Councils, June, 1964. Mimeo.

UNITED STATES GOVERNMENT PUBLICATIONS

Unless otherwise indicated, published in Washington, D. C.: United States Government Printing Office.
Note: More recent publications on selected subjects and publications on employment opportunities are being requested from specialized agencies.

United States Department of Commerce, Bureau of the Census:

United States: Census of Population: 1960. Subject Reports:
Educational Attainment. 1963. PC(2) 5B
Employment Status and Work Experience. 1963. PC(2) 6A
Occupation by Industry. 1963. PC(2) 7C
Occupational Characteristics. 1963. PC(2) 7A

United States Department of Health, Education and Welfare; Office of Education:

Note: Publications 1949 and earlier were from the Federal Security Agency, and the 1938 publication was from the United States Department of Interior, published prior to the Office of Education's transfer to the United States Department of Health, Education, and Welfare.

Burdick, Anna Lalor (comp.). Bibliography of References on Vocational Guidance of Girls and Women. Washington, D.C.: The Office, 1936.

Hawke, Jerry R. Report of the President's Council Guidance Bureau. Washington, D.C.: The Office, April, 1938. Misc. 2047. Mimeo.

Iffert, Robert E. Retention and Withdrawal of College Students. 1957.

Moore, Louise (comp.). Girls' and Women's Occupations: Selected References, July, 1948 - September, 1954.

__________, and Marguerite W. Zapoleon (comp.). References and Related Information: Vocational Guidance for Girls and Women, January, 1935 - June, 1940. 1941.

__________, and Marguerite W. Zapoleon (comp.). Wartime Work for Girls and Women - Selected References, June, 1940 - July, 1943. 1944.

*Wood, Mildred Weigley in cooperation with Alberta D. Hill and Edna P. Amidon. Management Problems of Homemakers Employed Outside the Home. 1961.

Zapoleon, Marguerite W. Community Occupational Surveys. 1942.

Counselor Competencies in Occupational Information. 1949.

United States Department of Health, Education, and Welfare: Office of Vocational Rehabilitation:

Thomas, B. and A. M. Barrett (eds.). The Placement Process in Vocational Rehabilitation Counseling. 1960.

United States Department of Labor:

Manpower Report of the President and a Report on Manpower Requirements, Resources, Utilization, and Training by the United States Department of Labor:

Transmitted to the Congress March, 1963. 204 pp.
Transmitted to the Congress March, 1964. 279 pp.
Transmitted to the Congress March, 1965. 276 pp.

United States Department of Labor, Bureau of Employment Security, United States Employment Service:

*Career Guide for Demand Occupations. 1964.

*Counseling and Employment Service for Special Worker Groups. By Evelyn Murray. 1954.

*Counseling and Placement Services for Older Workers. 1956.

***Dictionary of Occupational Titles*. 1949 edition of vols. I and II and 1944 edition of Part IV. New edition, July, 1965.

Employing Older Workers, A Record of Employers' Experiences. 1959.

**Estimates of Worker Trait Requirements for 4,000 Jobs, As Defined in the Dictionary of Occupational Titles*. 1956.

**Guide to Local Information*. 1962.

**Older Worker Adjustment to Labor Market Practices: An Analysis of Experience in Seven Major Labor Markets*. 1956.

Pension Costs in Relation to the Hiring of Older Workers. 1956.

United States Department of Labor, Bureau of Labor Statistics:

Comparative Job Performance by Age: Large Plants in the Men's Footwear and Household Furniture Industries. Washington, D.C.: The Bureau, November, 1957.

**Counselor's Guide to Occupational and Other Manpower Information, An Annotated Bibliography of Selected Government Publications*, November, 1964.

**Directory of National and International Labor Unions in the United States*. 1963.

**How American Buying Habits Change*. 1959.

**Occupational Outlook Handbook*. 1963-64.

Older Workers Under Collective Bargaining: Part I. Hiring, Retention, Job Termination. 1956.

**Tables of Working Life for Women, 1950*. By Stuart Garfinkle. 1957.

Worker Mobility and Skill Utilization in World War II. By Willis C. Quant and Lily Mary David. Washington, D.C.: The Bureau, 1952.

United States Department of Labor, Manpower Administration:

**Changing Patterns of Working Life*. By Seymour L. Wolfbein. Washington, D.C.: The Administration, 1963.

**Mobility and Worker Adaptation to Economic Change in the United States*. By Herman Travis. 1963.

United States Department of Labor, Women's Bureau:

Changes in Women's Occupations, 1940-1950. By Mary Elizabeth Pidgeon. 1954.

Day Care of Children Under 12: A Report of Resources of National Organizations. Prepared with the Children's Bureau, United States Department of Health, Education, and Welfare, 1960.

Economic Indicators Relating to Equal Pay. 1963.

*Effective Use of Womanpower: Report of a Conference. March, 1955.

*Employment of Older Women - An Annotated Bibliography. (Comp.) by Jean A. Wells. 1957.

*Fifteen Years After College: A Study of Alumnae of the Class of 1945. By Jean A. Wells. 1962.

*Hiring Older Women. 1954.

*How to Conduct an Earnings Opportunities Forum in Your Community. 1956.

*Idea in Action: New Teachers for the Nation's Children. 1956.

Job Horizons for College Women in the 1960's. By Rose Terlin. 1964.

Maternity Benefit Provisions for Employed Women. By Sylva Beyer. 1960.

Negro Women Workers in 1960. By H. O. Nicol. 1964.

*1962 Handbook on Women Workers. 1963.

Occupations for Girls and Women, Selected References, June 1943 - June, 1948. (Comp.) by Louise Moore, of the United States Office of Education. 1949.

*Older Women as Office Workers. By Pearl Ravner. 1953.

*Part-time Employment for Women. By Jane L. Meredith. 1960.

*Report of Connecticut Valley Conference on Employment Problems of Women. Mt. Holyoke College, South Hadley, Massachusetts, March 16-17, 1962. 1962.

Report of Michigan Conference on Problems of Employed Women, East Lansing, Michigan, September 30, 1961. 1962.

*_Report on 1948 Women's Bureau Conference: The American Woman - Her Changing Role - Worker, Homemaker, Citizen_. 1948.

*_Training Mature Women for Employment_. By Pearl C. Ravner _et al_. 1955.

Women in Higher Level Positions. 1950.

Women Workers and Their Dependents. By Mary Elizabeth Pidgeon. 1952.

Women Workers in Ten War Production Areas and Their Postwar Plans. 1946.

*_Women's Occupations Through Seven Decades_. By Janet M. Hooks. 1947.

*_State Labor Legislation Affecting Women_. 1964.

*_Today's Woman in Tomorrow's World_. A Conference Commemorating the Fortieth Anniversary of the Women's Bureau. 1960.

(Also employment opportunities in particular occupations and industries series)

Problems and Prospects of Working Women. Report of a Western Regional Conference, University of Southern California, Los Angeles, California, September 8 and 9, 1961. Washington, D.C: The Bureau, 1962.

United States Federal Emergency Relief Administration. _Report of Resident Schools and Education Camps for Unemployed Women 1934 and 1935_. Washington, D.C: The Administration, May 1936.

United States Federal Council on Aging. _Aiding Older People, Programs and Resources in the Federal Government, May 1958_. Washington, D.C: The Council, 1958.

United States National Science Foundation. _Women in Scientific Careers_. By Bella Schwartz. 1961.

*United States President's Commission on the Status of Women. _American Women_. 1963.

United States Senate, Committee on Labor and Public Welfare. _Employment. Vol. IV, Studies of the Aged and the Aging_, and _Selected Documents - Supplement to Volume IV_, 1957.

United States Senate, 78th Congress, 2nd Session. *Wartime Health and Education, Hearings Before a Subcommittee of the Committee on Education and Labor Pursuant to S. R. 74, Part 5, Washington, July 10 and 12, 1944, 1945.* See Statement on Retraining and Reemployment of Women.

United States Senate, 88th Congress, 2nd Session. *Increasing Employment Opportunities for the Elderly. Hearings Before the Subcommittee on Employment and Retirement Incomes of the Special Committee on Aging. Part 2 - Los Angeles, California.* 1964. Esp. pp. 59-69.

* United States Superintendent of Documents. Price Lists of Government Publications on:

31	*Education*
33	*Labor*
33A	*Occupations*
70	*Census*

United States War Department Headquarters, Army Service Forces. *Guide to Training Women for Work with the Army Service Forces.* Washington, ASF, April, 1944. Multi.

United States War Manpower Commission, Women's Advisory Committee. *Women in the Postwar.* Washington, D.C. The Commission, April, 1945.

Ware, Martha L. (ed.). *Law of Guidance and Counseling.* Cincinnati: W. H. Anderson Company, 1965.

*Weiss, David J. *et al.* *The Measurement of Vocational Needs.* Minneapolis: University of Minnesota Industrial Relations Center, 1964. Studies in Vocational Rehabilitation XVI.

White, Lynn T., Jr. *Educating Our Daughters.* New York: Harper, 1950.

Wolfle, Dael. *America's Resources of Specialized Talent.* New York: Harper, 1954.

Wrenn, C. Gilbert. *The Counselor in a Changing World.* Washington, D. C.: American Personnel and Guidance Association, Commission on Guidance in American Schools, 1962.

*Yoder, Dale. *Personnel Management and Industrial Relations.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962. 5th ed.

*Zapoleon, Marguerite W. *Occupational Planning for Women.* New York: Harper, 1961.

PERIODICAL REFERENCES

"Age as a Factor in the Employment Process," Employment Security Review, 24: Nos. 4-5, April-May, 1957.

"The American Family: A Composite Picture," Population Profile, December 30, 1963.

"The American Female," Harper's Magazine, October, 1962. Special Supplement.

Anderson, Ella Smith and Cleo Fitzsimmons. "Use of Time and Money by Employed Homemakers," Journal of Home Economics, 52: 452-455, June, 1960.

Anderson, Stuart. "Community Occupational Surveys," Occupations, 28: 174-176. December, 1949.

Barbash, Jack. "Industrialism and Woman's Status," Vocational Guidance Quarterly, 13: 21-27, Autumn, 1964.

Beachley, Catherine L. "The Use of Television in Guidance," Occupational Outlook Quarterly, 2: 19-23, December, 1958.

Bell, Martha S. "Special Women's Collections in United States Libraries," College and Research Libraries, 20: 235-242, May, 1959.

*Berry, Jane. "Aspirations of Alumnae for Continuing Education," Journal of NAWDC, 27: 197-198, Summer, 1964.

________. "Life Plans of College Women," Journal of NAWDC, 18: 76-80, January, 1955.

Bishop, Joan Fiss. "A Profile: The Woman in the Liberal Arts," Journal of College Placement, 25: 37-43.

Blau, Peter M., John W. Gustad, Richard Jesser, Herbert S. Parnes, and Richard C. Wilcock. "Occupational Choice: A Conceptual Framework," Industrial and Labor Relations Review. 9: 531-543, July, 1956.

Bliss, Eleanor A. "Bryn Mawr Studies Its Ph. D's," AAUW Journal, 48: 14-16, October, 1954.

Bluestone, Abraham. "Major Studies of Workers' Reason for Job Choice," Monthly Labor Review, 78: 301-306, March, 1955.

Calvert, Robert J., Edward M. Carter, and Ione Murphy. "College Courses in Occupational Adjustment," Personnel and Guidance Journal, 42: 680-682, March, 1964.

Calvert, Robert J. and Padraic M. Kennedy. "Career Assistance for Returning Peace Corps Volunteers," *Personnel and Guidance Journal*, 43: 447-450, January, 1965.

Caplan, Stanley W., Ronald A. Ruble, and David Segel. "A Theory of Educational and Vocational Choice in Junior High School," *Personnel and Guidance Journal*, 42: 129-135, October 1963.

Career Index. Eight issues per year. Chronicle Press, Moravia, New York.

"Career Issue." *The Key of Kappa Kappa Gamma*, 77: No. 2, Spring, 1960.

Carroll, Thomas Henry. "Mature Women, Career Aspirations, and the Colleges," *Women's Education*, 3: 1, 7, March, 1964.

"Change and Choice for College Women." *AAUW Journal*, 55: No. 4, May, 1962.

Chervenik, Emily. "Demonstration Interviews," *Occupations*, 28: 433-439, April, 1950.

________. "Who Says There's Freedom of Occupational Choice?" *Vocational Guidance Quarterly*, 5: 57-59, Winter, 1956-57.

________. "The Question of College Majors" *Vocational Guidance Quarterly*, 13: 176-178, Spring, 1965.

Clark, Florence E. and Cleo Murtland. "Occupational Information in Counseling: Present Practices and Historical Development," *Occupations*, 24: 451-475, May, 1946.

Clark, Victoria M. "A Local Occupational Survey," *Vocational Guidance Quarterly*, 10: 115-117, Winter, 1962.

"College Women - An Increasing Force in The Labor Market," *Journal of College Placement*, 19: 22-25, 106-114, December, 1958.

Continuing Report on Job Horizons for Women in New York State. New York State Department of Commerce, Woman's Program, 230 Park Avenue, New York, New York.

"Counseling Girls in High School and College." *Journal of NAWDC*, 24: 28-47, October, 1960.

Counselors Information Service. Quarterly. B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N. W., Washington, D. C.

Cronin, Ann. "Reclaimed Housewives," *Women's Education*, 3: 5, September, 1964.

Current Literature on Aging. Quarterly. National Council on Aging, 49 W. 45th Street, New York 36, New York.

"Current Occupational Literature," Reviewed regularly in *Vocational Guidance Quarterly*.

Daedalus. Spring, 1964, Issue.

Diener, Thomas F. and Henry R. Kaczkowski. "Readability of Occupational Information," *Vocational Guidance Quarterly*, 9: 87-89, Winter, 1960.

Dobberstein, William F. "Free Occupational Information: How Much? How Good?" *Vocational Guidance Quarterly,* 11: 141-142, Winter, 1963.

Dolan, Eleanor F. "QED." *AAUW Journal*, 57: 136-138, March, 1964.

________. "That Second Career." *AAUW Journal*, 55: 151-154, March,1962.

Drinker, Sophia and Josephine Schreier. "Patriarchal Values in Women's Education." *Journal of Higher Education*, 25: 115-121, March, 1954.

Du Bato, George. "A Vocational Guidance Unit for the Non-College Bound," *Vocational-Guidance Quarterly,* 10: 56-59, Autumn, 1961.

Duckat, Walter (ed.). "Jewish Views of Work," *FEGS Career Letter*, March, 1965. New York: Federated Employment and Guidance Service, 215 Park Avenue, South.

Dvorak, Beatrice J. "Occupational Testing - The Scientific Approach to Personnel Selection." *Labor Market and Employment Security,* pp 8-14, 50, July, 1956.

Ebert, Vera. "Counseling The Prospective Nursing Student," *Personnel and Guidance Journal*, 41: 630-631, March, 1963.

Ehrle, Albert R. "Fallacies of Full Employment," *Vocational Guidance Quarterly,* 12: 1-8, Autumn, 1963.

Ehrle, Raymond A. "Vocational Planning Information Available to Employment Service Counselors," *Vocational Guidance Quarterly,* 13: 91-93, Winter, 1964-65.

"Employment of Older Women," *International Labour Review,* 72: 61-77, July, 1955.

Employment Security Review. United States Department of Labor, Bureau of Employment Security.

Essig, Mary and D. H. Morgan. "Adjustment of Adolescent Daughters of Employed Mothers to Family Life," *Journal of Educational Psychology,* 37: 219-233. April, 1946, Family Economist. Institute of Life Insurance, Women's Division, 277 Park Avenue, New York, New York.

Fitzgerald, Laurine E. "Counseling and Guidance of Women: A Selected Annotated Bibliography, 1962-1964," Journal of NAWDC, 28: 136-142. Spring, 1965.

Flesher, Marie A. and S. L. Pressey. 'War-time Accelerates Ten Years After," Journal of Educational Psychology, 46: 228-238, April, 1955.

Fredenburgh, F. A. "The Gordian Knot of Vocational Guidance," Journal of Applied Psychology, 28: 53-66, February, 1944.

Freedman, Mervin B. "The Role of the Educated Woman," Journal of College Student Personnel, 6: 145-155.

Gachet, Rochelle Rodd. "Filing Occupational Information for Women," Occupations, 22: 354-357, March, 1944.

Gallup, George and Evan Hill. "The American Woman," Saturday Evening Post, December, 1962- pp. 15-29.

Garfinkle, Stuart H. 'Marriage and Careers for Girls," Occupational Outlook Quarterly, 1: 11-15, December, 1957.

Gardner, Laura C. "Vistas for Women," YWCA Magazine, 58: 10, 32, November, 1964.

Glueck, Sheldon and Eleanor. 'Working Mothers and Delinquency," Mental Hygiene, 41: 327-352, July, 1957.

Goldstein, Harold. "Economic Setting for Vocational Guidance," Vocational Guidance Quarterly, 49: 139-143, Summer, 1963.

Goodenough, Evelyn W. "'Masculine' and 'Feminine'," YWCA Magazine, May 1962, 4 pp.

Greenberg, Selig. "How Shall We Cope With a Surplus of Women," Harper's Magazine, October, 1957.

Guidance Exchange. Bi-monthly, Occu-Press, Box 1464, Grand Central Station, New York, New York.

"Guidelines for Preparing and Evaluating Occupational Materials, 1964," Vocational Guidance Quarterly, 12: 217-227, Spring, 1964.

Hackett, Herbert R. "Non-Student Cases of a University Counseling Center," Vocational Guidance Quarterly, 8: 180-183, Spring, 1960.

Hansl, Eva B. "Patterns of Womanpower: A Pilot Study," Journal of NAWDC, 25: 81-87, January, 1962.

Harrison, Evelyn. "Talent Search for Womanpower," AAUW Journal, 58: 99-101, March, 1965.

Harrison, U. Wood. "Local Industries Help Make Film Material," Occupations, 29: 180-183, December, 1940.

Harrod, George W. and Norma Jean Griswold. "Occupational Values and Counseling," Vocational Guidance Quarterly, 9: 60-66, Autumn, 1960.

Havighurst, Robert J. "Counseling Adolescent Girls in the 1960's." Vocational Guidance Quarterly, 13: 153-160, Spring, 1965.

Hefter, James. "Employment and the Mature Woman: A Group Seminar," Vocational Guidance Quarterly, 10: 251-253, Summer, 1962.

Heist, Paul. "A Commentary on the Motivation and Education of College Women," Journal of NAWDC, 25: 51-59, January, 1962.

"Helping Jobseekers Get the Right Jobs." Employment Security Review, 26: No. 1, January, 1959.

Hewer, Vivian H. "Group Counseling, Individual Counseling, and a College Class in Vocations," Personnel and Guidance Journal, 37: 660-665, May, 1959.

Higgins, Edward L. and Duane Brown. "Motion Pictures: A Source of Vocational Information," Vocational Guidance Quarterly, 12: 68-71, Autumn, 1963.

Hobart, Christine. "Administrative Opportunities for Women," Journal of College Placement, 20: 24-27, 92-98.

Hoppock, Robert. "Best Books of 1963 on Vocational Guidance," Bulletin of the National Association of Secondary School Principals, 48: 48-53, September, 1964.

______, and Margaret E. Hoppock. "Renovating an Occupational Information File," Vocational Guidance Quarterly, 9: 84-86, Winter, 1960.

Horning, Donald N. M. "The Faculty Wife: A Study in Occupational Aspirations," Journal of NAWDC, 18: 167-168, June 1955.

Houghton, Hubert W., "Occupational and Educational Course Content," Vocational Guidance Quarterly, 8: 23-26, Autumn, 1959.

"Housekeeping for Working Women," Changing Times, 9: 32, January, 1955.

Information Bulletin Weekly. Vocational Advisory Service: 23 East 26 Street, New York, New York.

Jacobson, Harold W. "Job Title: Housewife," Personnel Journal, 32: 145-146, September, 1953.

Jager, Harry and Franklin Zeran. "Community Adult Counseling Center," Occupations, 23: 261-304, February, 1945.

Jahoda, Marie. "Problems of Living in a Changing Society," AAUW Journal, 49: 139-140, March, 1956.

________ and Joan Havel. "Psychological Problems of Women in Different Social Roles," Educational Record, 36: 325-335, October, 1955.

Journal of College Placement. Quarterly. College Placement Council, Bethlehem, Pennsylvania.

Journal of National Association of Women Deans and Counselors. The Association, 1201 16th Street, N. W., Washington, D.C. 20036.

Kaplan, Harold I., et al. "Psychiatric Residency Training Program for Physician Mothers: A Progress Report," Journal of American Medical Women's Association, 19: 285-289, April, 1964.

________. "Residency Training in Psychiatry for Physician Mothers," Journal of American Medical Association, 189: 99-102, July 6, 1964.

Kriebel, Mary E. "The Changing Work Pattern of College Women," Journal of College Placement, 24: 28-33.

Kutscher, Ronald E. and James F. Walker. "Comparative Job Performance of Office Workers by Age," Monthly Labor Review, 83: 40, January, 1960.

Lee, Anne M. "A Study of Married Women College Students." Journal of NAWDC, 24: 132-137, April, 1961.

Lehmann, Ruth T. "The Married Home Economics Graduate," Marriage and Family Living, 15: 322-324, 1953.

Leopold, Alice K. "Another Call to Alumnae," American Alumni Council News, October, 1958. p. 27.

________. "The Search for Skills," Teachers College Record, 58: 96-105, November, 1956.

Leshner, Saul S. and George S. Snyderman. "Evaluating Personal Characteristics from a Client's Work History." Personnel and Guidance Journal, 42: 56-59, September, 1963.

Lewis, Don. "A Proven Way to Get the Job you Want." Journal of College Placement, 19: 34-37, 104, December, 1958.

Lipset, Seymour M. and Reinhard Bendix. "Social Mobility and Occupational Career Patterns," American Journal of Sociology, 57: Nos. 4-5, January-March, 1952.

Lloyd, Betty Jane. "The Need for New Counseling Programs at Women's Colleges," Journal of NAWDC, 27: 190-193, Summer, 1964.

LoCascio, Ralph. "Delayed and Impaired Vocational Development: A Neglected Aspect of Vocational Development Theory," Personnel and Guidance Journal, 42: 885-887, May, 1964.

Logie, Iona R., et al. "Adult Group Guidance, a Pilot Plan," Occupations, 29: 287, January, 1951.

_______, and M. R. Ballin. "Group Guidance for Adults," Occupations, 30: 530, April, 1952.

Lukens, Lois Graham. "The Nurse Stereotype Must Go," Vocational Guidance Quarterly, 13: 95-99, Winter, 1964-65.

Mace, C. A. "Satisfaction in Work," Occupational Psychology, 22: 5-19, January, 1948.

Magleby, F. L., et al. "The Female Rehabilitant," Personnel and Guidance Journal, 43: 63-66, September, 1964.

Manpower Report. United States Department of Labor; Manpower Administration; Office of Manpower, Automation, and Training, Washington, D. C.

"Marriage and the American Woman," Population Profile, June 3, 1963.

Marvin, Dorothy Culbertson. "Continental Classroom," AAUW Journal, 54: 219-222, May, 1961.

Mathis, Harold F. and Lois R. "Occupational Literature Published by Professional Societies and Trade Associations," Vocational Guidance Quarterly, 10: 70-72, Autumn, 1961.

Maul, Ray C. "More Women as College Teachers," Women's Education, 3: 2, 7, June, 1964.

Medvin, Norman. "Techniques for Community Occupational Surveys," Occupations, 26: 532-536, May, 1948.

Miller, Harold. "Getting Local Occupational Information Through a Volunteer," Vocational Guidance Quarterly, 1: 6-8, Autumn, 1952.

Mintz, Beatrice. "The Female Patient Who Works," Journal of American Medical Women's Association, 13: 58-61, February, 1958.

Mohr, Jennie. "Homemaking Problems of Working Women," *Smith College Studies in Social Work,* 19: 27-62, October, 1948.

Monthly Labor Review, esp. Special Labor Force Reports. United States Department of Labor, Bureau of Labor Statistics, Washington, D.C.

Mosbacher, Wanda. "Women Graduates of Co-operative Work-Study Programs on the College Level." *Personnel and Guidance Journal,* 35: 508-511, April, 1957.

Moynihan, James F. "Theological Aspects of Work," *Vocational Guidance Quarterly*, 13: 83-86, Winter, 1964-65.

Mueller, Kate Hevner. "The Married Student on the Campus." *College and University* 35: 155-163, Winter, 1960.

Myers, Cora H. "Special Problems Encountered by Mature Women Undergraduates." *Journal of NAWDC* 27: 137-139, Spring, 1964.

Neugarten, Bernice L. "Women's Changing Roles Through the Life Cycle." *Journal of NAWDC*, 24: 163-170, June, 1961.

Norton, Joseph L. "A Study of the 'Estimates of Worker Trait Requirements'," *Personnel and Guidance Journal*, 41: 59-61, September, 1962.

Occupational Index. Quarterly, Personnel Service, Box 306, Jaffrey, New Hampshire.

Occupational Outlook Quarterly. United States Department of Labor, Bureau of Labor Statistics, Washington, D.C.

Ostrofsky, M. "Women Mathematicians in Industry," *AAUW Journal*, 57: 114, 117. March, 1964.

Parrish, John B. "Occupations for Women: The Coming Revolution," *AAUW Journal,* 57: 132-135, March, 1964.

________. "Professional Womanpower as a National Resource," *Quarterly Review of Economics and Business*, 1: 54-63, February, 1961.

________. "Top Level Training of Women in the United States, 1900-1960," *Journal of NAWDC*, 25: 67-73, January, 1962.

Patterson, C. H. "Attitudes Toward Work," *Vocational Guidance Quarterly,* 7: 155-158, Spring, 1959.

Peters, Herman J. "The Riddle of Occupational Information," *Vocational Guidance Quarterly,* 11: 253-264, Summer, 1963.

Peters, Herman J. and Samuel F. Angus. "New Challenges in the Riddle of Occupational Information," Vocational Guidance Quarterly, 13: 179-183, Spring, 1965.

Poppel, Norman. "Utilizing the Talents of Retired Workers," Vocational Guidance Quarterly, 10: 42-44, Autumn, 1961.

Purcell, Florence E. "Helping Students Use Occupational Information Files," Vocational Guidance Quarterly, 10: 55-56, Autumn, 1961.

Ramsey, Glenn V. "Some Attitudes and Opinions of Employed Women," Journal of NAWDC, 26: 30-36, April, 1963.

Rauner, Therese M. "Occupational Information and Occupational Choice," Personnel and Guidance Journal, 41: 311-317, December, 1962.

Raushenbush, Esther. "Unfinished Business: Continuing Education for Women," Educational Record, 42: 261-269, October, 1961.

Reed, Harold J. "Certain Aspects of Vocational Guidance in a Technological Age," Vocational Guidance Quarterly, 10: 90-93, Winter, 1962.

(The) Reporter. Occupational Planning Committee of the Cleveland Welfare Federation, 1001 Huron Road, Cleveland, Ohio.

Richards, Henry E. "Iceberg Off Florida," Employment Security Review, 25: 19-22, July, 1958.

Richmond, Charlotte. "For the Job You Choose Will You Need a License?" Occupational Outlook Quarterly, 9-14, May, 1963.

Robinson, H. Alan and Ralph P. Conners. "Job Satisfaction Researches of 1962," Personnel and Guidance Journal, 42: 136-142, October, 1963.

Roser, Helen M. "Counseling Service for Graduate Nurses," Vocational Guidance Quarterly, 1: 25-27, Spring, 1953.

Rothney, John W. M. and Robert L. Mooren. "Sampling Problems in Follow-up Research," Occupations, 30: 573-578, May, 1952.

Rottenberg, Simon. "Economic Progress and Occupational Distribution," Review of Economics and Statistics, May, 1953.

________. "On Choice in Labor Markets." Industrial and Labor Relations Review, 9: 183-199, January, 1956.

Russell, Elizabeth. "We Want to be Women." AAUW Journal, 57: 119-121, March, 1964.

Rutzick, Max and Sol Swerdloff. "The Occupational Structure of United States Employment, 1940-60." Monthly Labor Review, 85: November, 1962.

Saks, John T. "The Older Worker: Status in the Labor Market." *Monthly Labor Review*, 80: 15-21, January, 1957.

Scherini, Rise and Barbara A. Kirk. "Keeping Current on Occupational Information," *Vocational Guidance Quarterly*, 11: 96-98, Winter, 1963.

Seidman, Joel. "Organized Labor and the White Collar Worker," *Vocational Guidance Quarterly*, 10: 149-155, Spring, 1962.

Senders, Virginia. "Men Make the Music." *AAUW Journal*, 57: 115-117, March, 1964.

Shelden, Miriam. "First Report on a New Survey." *Women's Education*, 2: 3, September, 1963.

________. "For Mature Women: A Late Career; For Residence Halls: A New Source of Staff." *Journal of NAWDC*, 25: 99-105, April, 1962.

Sherrard, Edith H. "The Changing Volunteer in a Changing Society." *AAUW Journal*, 55: 88-91, January, 1962.

Shoben, Edward Joseph. "Work, Love, and Maturity." *Personnel and Guidance Journal*, 34: 326-332, February, 1956.

Shosteck, Robert. "How Well Are We Putting Across Occupational Information?" *Personnel and Guidance Journal*, 33: 265, January, 1955.

Sinick, Daniel. "Occupational Information in the Counseling Interview." *Vocational Guidance Quarterly*, 4: 145-149, Summer, 1956.

________, and Robert Hoppock. "Research in the Teaching of Occupations 1961-1962." *Personnel and Guidance Journal*, 42: 504-507, January, 1964.

Sloan, Louise and Mary Roche. "Are Working Wives Headed for the Divorce Court?" *Charm*, pp. 80-81, 144-147, August, 1957.

Slocum, Walter L. "Occupational Careers in Organizations," *Personnel and Guidance Journal*, 43: 858-866, May, 1965.

Small, Leonard, "A Theory of Vocational Choice." *Vocational Guidance Quarterly*, 1: 29-31, Autumn, 1952.

Smith, John Allan. "Developing Local Occupational Information." *Vocational Guidance Quarterly*, 1: 59-61, Winter, 1953.

Smith, Patricia C. "The Prediction of Individual Differences in Susceptibility to Industrial Monotony." *Journal of Applied Psychology*, 39: 322-329, 1955.

Speer, George S. and Leslie Jasker. "The Influence of Occupational Information on Occupational Goals," *Occupations*, 28: 15-17, October, 1949.

Stahler, Abraham. "The Older Worker: Job Problems and Their Solution." Monthly Labor Review, 80: 22-28, January, 1957.

Stein, Bruno. "Unions and the Young Workers: Facts and Expectations," Vocational Guidance Quarterly, 10: 196-201, Summer, 1962.

Steinmann, Anne. "Women's Attitudes Toward Careers." Vocational Guidance Quarterly, 8: 15-18, Autumn, 1959.

Stern, Edith M. "When Mother Has Two Jobs." Parents' Magazine, 32: 40, 93-96, February, 1957.

Stevens, Nancy D. "Placement Readiness and Placement Success." Personnel and Guidance Journal, 41: 700-704, April, 1963.

Stevens, Raymond G. "The Attitudes of College Women Toward Women's Vocations." Journal of Applied Psychology, 24: 615-627, October, 1940.

Stone, C. Harold. "Are Vocational Orientation Courses Worth Their Salt?" Educational and Psychological Measurement, 8: 161-181, Summer, 1948.

Strong, Edward K., Jr. "Satisfactions and Interests." American Psychologist, 13: 449-456, 1958.

Suajenen, Waine W. and G. C. Hoyt. "Are Women Workers Unpredictable?" Supervisory Management, 3: 12-16, January, 1958.

Survey of Current Business. Monthly. United States Department of Commerce, Washington, D.C.

Swerdfoff, Sol. "Room at the Top for College Women?" Women's Education, 2: 1, 7-8, December, 1963.

"(A) Symposium on Clerical Appraisal in Vocational Counseling." Personnel and Guidance Journal, 43: 867-885, May, 1965.

Tautfest, Patricia Bond. "Continuing Education Programs and Their Implications for Counselors," Journal of NAWDC, 27: 194-197, Summer, 1964.

Taylor, Cora E. "The Occupational Outlook for 1970." Occupational Outlook Quarterly, 7: 7-13, February, 1963.

Temken, Zena Harris, "Ten Years Later." Agnes Scott Alumnae Quarterly, Fall, 1954, pp. 4-8.

Tompkins, Pauline. "The Uncommon Commitment." Journal of NAWDC, 24: 179-185, June, 1961.

Travis, Herman. "Job Changing in the United States," Occupational Outlook Quarterly, 2: 19-22, May, 1958.

Useem, Ruth Hill. 'Who Needs Women?" Journal of NAWDC, 24: 171-178, June, 1961.

"The United States Labor Force: 1950-1960." Population Bulletin, 20: 57-87, May, 1964.

Vetter, Louise and Edwin C. Lewis. "Some Correlates of Homemaking vs. Career Preference Among College Home Economics Students," Personnel and Guidance Journal, 42: 593-598, February, 1964.

Vocational Guidance Quarterly. National Vocational Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C. 20009.

Wallace, Jamie. 'Women- Our Other Great Resource," Journal of College Placement, 18: 14-16, 136-140, December, 1957.

Walther, Regis H. "The Functional Classification Project: A Critical Appraisal," Personnel and Guidance Journal, 38: 698-706, May, 1960.

Waltz, Garry R. "Guidance Via Television," Vocational Guidance Quarterly, 11: 116-120, Winter, 1963.

'Washington Flashes" by Max F. Baer, Personnel and Guidance Journal.

Wells, Jean A. "Labor Turnover and Women Factory Workers 1950-1955," Monthly Labor Review, 78: 889-894, August, 1955.

________. 'Women's Job Prospects," AAUW Journal, 58: 18-21, October, 1964.

Westervelt, Esther M. 'Womanpower - Wanton Waste or Wishful Thinking," Vocational Guidance Quarterly, 10: 78-84, Winter, 1962.

White, Lynn. "Changing Context of Women's Education," Marriage & Family Living, 17: 291-295, November, 1955.

White Sylvia. "The Modern Woman's Dilemma," AAUW Journal, 57: 125-126, 131, March, 1964.

Wilcock, R.C. and Irwin Soble. "Secondary Labor Force Mobility in Four Midwestern Shoe Towns," Industrial and Labor Relations Review, 8: 523-530, July, 1955.

Wilstock, Ilah M. "Career Guidance Center," Vocational Guidance Quarterly, 10: 245-247, Summer, 1962.

Winch, Robert F. and Patricia A. Thrash. "Aspects of College Experience and Their Relevance to the Activities of Later Life: A Story of 740 Northwestern Alumnae," Journal of NAWDC, 26: 30-37, June, 1963.

'Working Women--Who Are They?" Annual Issue, Institute of Life Insurance, Women's Division.

'Women and Work." Marriage & Family Living, November, 1961.

Women's Education. Quarterly. American Association of University Women Educational Foundation, 2401 Virginia Avenue, N.W., Washington, D.C.

"Women in the Modern World." Annals of the American Academy of Political and Social Science, May, 1929.

"Women's Opportunities and Responsibilities." The Annals of the American Academy of Political and Social Science, No. 251: May, 1947.

"Work in Your Life, A Study Guide." YWCA Magazine. March, 1959.

Yellen, David. "I'm Married to a Working Mother." Harper's Magazine, 213: 34-37, July, 1956. Discussion 213: 4, September, 1956.

"YWCA Professional Staff Report: Combining Marriage, Children, and Career." YWCA Magazine, March, 1964.

Zilboorg, Gregory. "Masculine and Feminine: Some Biological and Cultural Aspects." Psychiatry, 7: 257-269, 1944.

SAMPLES OF READINGS FOR COUNSELEES

Suggested by

Marguerite W. Zapoleon

Anderson, Mary, as told to Mary N. Winslow. Woman at Work. Minneapolis: University of Minnesota Press, 1951.

Armbruster, Dorothy M. Pennies and Millions. New York: Doubleday and Company, Inc., 1962.

Bell, Helen E. How Many Persons is a Homemaker and Manage Your Way to a Better Day. University Park, Pennsylvania: Pennsylvania State University, Cooperative Extension Service, (n.d.).

Blanton, Smiley and Arthur Gordon. Now or Never; The Promise of the Middle Years. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.

Bortz, Edward L. Creative Aging. New York: The Macmillan Company, 1963.

Calvert, Robert J. and John E. Steele. Planning Your Career. New York: McGraw-Hill, 1963.

Dale, Vera M. The Homemaker's 100-Hour Week. Amherst, Massachusetts: University of Massachusetts Co-Operative Extension Service, (n.d.).

Davis, Maxine. Get the Most Out of Your Best Years. New York: The Dial Press, Inc., 1960.

Cooper, Joseph D. A Woman's Guide to Part-Time Employment. New York: Doubleday and Company, Inc., 1964.

Heywood, Anne. There is a Right Job for Every Woman. New York: Doubleday and Company, Inc., 1951.

Howe, Reuel. The Creative Years. Seabury Press, 1959. ch. 8

Institute of Life Insurance, Women's Division. Your Financial Worksheet. New York: The Division, 1965.

King, Alice Gore. Career Opportunities for Women in Business. New York: E. P. Dutton and Company, Inc., 1963.

________, et al. (eds.). Futures for College Women in New York. New York: The Center, 1965.

Krech, Hild S. The Other Side of the Day. New York: Knopf, 1948.(Biog.)

Lindbergh, Anne Morrow. Gift From the Sea. New York: Pantheon Books, Inc., 1955. Signet ed. 1957.

Massachusetts Department of Commerce, Women's Division. You and a Part-time Job. Boston: The Division, 1963.

Metropolitan Life Insurance Company. Mothers at Work. New York: The Company, 1963.

Phillips, Kathryn Sisson. My Room in the World, as told to Keith Jamison. New York: Abingdon Press, 1964. (Biog.)

Stern, Madeleine. We, the Women. New York: Schulte, 1963. (Biog.)

Uhnack, Dorothy. Policewoman. New York: Simon and Schuster, Inc., 1964. (Biog.)

Walker, Kathryn E. New York State Homemaking Work Units. Ithaca, New York: Cornell University, Cooperative Extension Service. (Bull. 28).

Winter, Elmer. A Woman's Guide to Earning a Good Living. New York: Simon and Schuster, Inc., 1961.

APPENDIX VII

ANNOTATED BIBLIOGRAPHY OF BASIC REFERENCES AND BIBLIOGRAPHIES USEFUL TO COUNSELORS OF MIDDLE-AGED WOMEN

Marguerite W. Zapoleon

On Obtaining and Using Occupational Information

Baer, Max F. and Edward C. Roeber. Occupational Information: The Dynamics of Its Nature and Use. Third edition. Chicago: Science Research Associates, 1964. 494 pp.

This basic text for counselors relates occupational information to current theories of career development, discusses the worlds of work and education, details types and sources of published occupational and educational information and their use in counseling. Bibliographies follow each chapter.

Hoppock, Robert. Occupational Information: Where to Get It and How to Use It in Counseling and Teaching. Second edition. New York: McGraw Hill, 1963. 546 pp.

Thoroughly treating its titled subject, this text also includes two [illegible] chapters on theories of vocational choice and development. Its extensive appendix outlines lesson plans for a graduate course in occupational information for counselors and assignments for use in counselor education. A 21-page bibliography precedes a detailed index.

Norris, Willa; Franklin R. Zeran; and Raymond N. Hatch. The Information Service in Guidance. Chicago: Rand McNally, 1960.

Primarily for school counselors, this text covers the sources and uses of social, educational, and occupational information pupils need for their education in a democracy, including courses and units, workbooks, a discussion of the use of information with individuals. A chapter on administering the information service is a unique feature.

Shartle, Carroll L. Occupational Information: Its Development and Application. Third edition. Englewood Cliffs, N. J.: Prentice-Hall, 1959. 384 pp. Illustrated.

For the professional user of occupational information in a variety of fields, this book emphasizes the need for realism through visits to establishments and the obtaining of information first-hand. There is, for instance, a chapter on understanding occupational information through job analysis, as well as one on published information. A summary at the end of each chapter is followed by suggested exercises and supplementary readings. Charts, forms, and pictures illustrate the text.

Desk Tools

College Placement Council. College Placement Annual, 1965. Bethlehem, Pennsylvania: 1965. 504 pp.

This official occupational directory of the regional college placement associations provides information on positions customarily offered college graduates by principal employers. Section 1 on counsel for the college graduate includes a discussion of women and the world of work and of interviewing and resumé techniques. Section 2 lists private employers and Government agencies in the United States and Canada with addresses, names of personnel directors, nature of business, date of establishment, number of employees, and information on number and types of recruits it seeks. Section 3 indexes firms by occupation, location, and such categories as those hiring women, Ph.D's, temporary and summer workers. Section 4 lists cooperating placement offices by institution and State and the officers of the Council and its member associations.

U. S. Department of Labor, Bureau of Employment Security. Dictionary of Occupational Titles. Washington, D.C.: U. S. Government Printing Office. NOTE: The 2-volume 1949 edition with its older Part IV for use with entry applicants is being replaced by a 1965 edition as follows:

Volume I. Defines occupations not only in terms of what is done, and how and why, but also indicates for some the critical physical demands, working conditions, interests, temperaments, training time and aptitudes involved.

Volume II. Outlines the occupational classification structure which combines features of the old Volume II and Part IV and of recent occupational research that appears most useful in placement or counseling processes.

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D.C.: Government Printing Office, 1963. 792 pp.

Following 25 pages on using the handbook in guidance, where to go for more information or assistance, choosing a career-the economic framework, this handbook presents data on nearly 700 occupations grouped under the following headings: professional, administrative, and related occupations; clerical and sales occupations; service occupations, skilled trades and other manual occupations; some major industries and their occupations; occupations in agriculture, occupations in government. A brief technical appendix is followed by an index to occupations and industries. Each outline describes nature of work, where employed, training and other qualifications and advancement, employment outlook, earnings and working conditions, and where to go for more information.

Bibliographies and Indices

*those which include special listings of references for women or girls.

**those prepared for or especially suitable for use with middle-aged or adult women.

*Alumnae Advisory Center. Mademoiselle's College and Career Articles. New York: The Center, 541 Madison Avenue, January, 1965. 2 pp.

Lists some 75 college and career reports and 19 college profiles reprinted from Mademoiselle and available through the Center.

American Management Association, Research and Information Service. Sources of Information on Occupations. New York: The Association, April 1965. 10 pp. mimeo.

Annotated references under general sources, sources on specific careers, international job opportunities, job seeking strategy and methods, materials for career counselors.

American Management Association. Bookshelf, 1964-65. New York: The Association, 1965. 44 pp.

Annotated references to AMA publications currently available. Those listed under Personnel, p. 41, are of special interest to counselors in industry and to those in other settings who want to keep posted on employee recruiting, hiring, training, placement, transfer, adjustment, and terminating processes.

*Bell, Martha S. "Special Women's Collections in United States Libraries," College and Research Libraries, 20:235-242. May 1959.

Describes special collections on women available in university and other libraries.

Career Guidance Index. 8 issues per year, October-May. Largo, Florida: Careers, Inc.

Annotates selected free or inexpensive occupational literature.

Career Index. 8 issues per year, September-April. Chronicle Guidance Publications, Moravia, New York.

Annotates free and inexpensive occupational publications.

**"Continuing Report on Job Horizons for Women in New York State." Periodically issued by New York State Department of Commerce, Woman's Program, 230 Park Avenue, New York, New York.

Reports newsworthy projects, surveys, statistics, innovations, programs useful to those interested in women's work including the Program's own mimeographed career series, consumer information sources guide, and other contributions.

Counselor's Information Service. Quarterly. B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N.W., Washington, D.C.

Annotates current publications on educational and vocational guidance.

Current Literature on Aging. Quarterly. National Council on Aging, 49 W. 45th Street, New York 36, N.Y.

Lists selected publications and articles relating to aging covering a number of fields including employment, retirement, education, and the social sciences in general.

"Current Occupational Literature," Vocational Guidance Quarterly.

Current evaluations of occupational publications supplementing those in the National Vocational Guidance Association Bibliography of Vocational Guidance Literature, listed below.

Di Stefano, Corinna. Careers in Fact and Fiction. Albany, New York State Education Department, Bureau of Guidance, 1961. 106 pp.

Selected, annotated bibliography of books arranged alphabetically by occupation and grouped under fiction and non-fiction with author and subject indexes. The grade reading level of each reference is indicated and many references are suitable for adult readers.

** Federation Employment and Guidance Service, Richard J. Bernhard Memorial Library. Resources for the Employment of Mature Women and/or Their Continuing Education. A Selected Bibliography and Aids. New York: The Federation, July, 1965. 21 pp.

Annotated bibliography under the headings: background facts, conferences and workshops on women workers, employment (government, mature college women, non-college women), guidance and counseling, occupational information, job hunting aids, research studies, small business aids and source materials, training to upgrade skills, volunteer work, continuing education for adult women, correspondence study, programed self-instruction (audio visual materials), special credit programs.

* Eastern College Personnel Officers Project Committee, Metropolitan New York College Placement Officers' Association Research Committee and American College Personnel Association Placement Commission. Career Counseling and Planning in Higher Education. An Annotated Bibliography. Convent Station, New Jersey, College of St. Elizabeth, Miss Julia E. Read, Chairman, Project Committee, 1965.

Annotates 600 items selected from periodicals and university research center reports, 1955-1963, on theoretical and philosophical aspects of career counseling and placement in higher education as well as on background information important to career counselors and placement officers. Topics covered include: career counseling, the handicapped, meaning of work, minority groups, occupational choice, older workers, placement counseling, recruiting women and other pertinent subjects.

* Forrester, Gertrude. Occupational Literature: An Annotated Bibliography. Revised edition. New York: H. W. Wilson Co., 1964. 675 pp.

This comprehensive, easy-to-use bibliography annotates under some 500 occupations more than 6600 books and pamphlets published by 800 sources, listed alphabetically at its end. Included are some 45 sources of occupational literature designed especially for women, including Simmons College, for instance. Although most references are addressed to secondary or college students, Dr. Forrester has indicated those aimed at graduate students and adults. Starred references are recommended on the basis of 13 criteria for evaluating occupational information for vocational guidance use. A list of bibliographic indexes is included.

Freeman, Ruth St. John and Harrop A. Freeman. Counseling, a Bibliography with Annotations. New York: Scarecrow Press, 1964. 986 pp.

This interdisciplinary bibliography includes more than 8,000 items published for the most part between 1950 and 1964 except for a few "classical" items. Annotations are limited to those necessary to amplify the title and to help readers with limited library facilities. References are arranged under: Professions, religion, medicine, law, social work, guidance and testing, student counseling, marriage counseling, and general. Each is coded to facilitate interdisciplinary use for 15 major topics: Choice of profession, occupation, study; training; professions-professionalism; the counselor; the counselee or potential counselee; coming to counseling; counseling-the process; interviewing; communication; interpersonal relationships; interrelations-of profession, problems, etc.; psychology-sociology-religion... general content; psychiatry, psychoanalysis, medicine - special content; socio-psycho-dynamics - detailed content; and evaluation of counseling. The compilers are marriage counselors who believe that counseling is used by all professions and should not be "the property" of any one group.

Guidance Exchange. Bi-monthly. September-April. Occupational-Press, 489 Fifth Avenue, New York, N. Y.

Annotates publications on occupations and guidance.

Haebich, Kathryn A. Vocations in Biography and Fiction. Chicago: American Library Association, 1962. 77 pp.

This annotated list of 1,070 books, a revision of a 1953 publication, was prepared to assist librarians, teachers, and advisors to encourage high school students to read for a better appreciation and understanding not only of vocations, but also of individuals in given situations. Arranged alphabetically under Vocations (general) and Vocations (handicapped persons), fictional references are distinguished from biographies.

Hardy, Blance N. and Gailan Wynn, Jr. A Guide to Free and Inexpensive Materials. Revised edition. Ocala, Florida: Guidance Center, Central Florida Junior College, 1964. 107 pp.

Lists alphabetically under occupation free and inexpensive materials for counselor use. "No effort has been made to evaluate the materials listed." A directory of private and governmental publishers of occupational information is included.

Hoppock, Robert. Best Books of 1963 on Vocational Guidance. Bulletin of the National Association of Secondary School Principals. 48:48-53, September, 1964.

This annual list of selected annotated book references on vocational guidance is also available as a reprint.

New York Life Insurance Company, Career Information Service. Guide to Career Information. A Bibliography of Recent Occupational Literature. New York: Harper, 1957. 203 pp.

An introduction to young people on reading about occupations is followed by annotated references to more than 800 books and pamphlets about occupations and career planning. Appended is a list of the company's continuing series of booklets on particular occupations and industries authored by persons engaged in them.

National Council on Aging. Publications, 1965. New York: The Council, 1965. 22 pp.

Includes a section on bibliographies and reading guides, including a number on employment and retirement as well as a general bibliography on aging.

*National Vocational Guidance Association. NVGA Bibliography of Current Occupational Literature. Revised edition. Washington, D. C.: National Vocational Guidance Association Division, American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., 1963. 122 pp.

Lists current occupational literature as evaluated by the Guidance Information Review Service Committee of the National Vocational Guidance Association according to standards evolved by its Occupational Research Division since 1924. Publications are coded according to type and adherence to criteria described. Information on sex and age are among items recommended for inclusion in occupational descriptions, but the evaluation code does not indicate publications written especially for women or adults, or those suitable for them. A publishers' index and references on general information related to vocational guidance are also included. One publication is listed under "Jobs for Women."

Occupational Index. Quarterly. Jaffrey, New Hampshire: Personnel Services.

Annotates periodical articles and books and pamphlets on occupations, grouped according to cost: free, 1-50¢ and over 50¢.

** Radcliffe Institute for Independent Study. "Selected Bibliography on Women's Education and Careers," President's Commission on the Status of Women, Report of the Committee on Education. Washington, D.C.: Government Printing Office, 1963. pp. 61-66.

Selected references prepared for the President's Commission on the Status of Women at the Institute for Independent Study at Radcliffe, whose President served as Chairman of the Commission's Committee on Education.

** Schwartz, Jane. The Changing Role of College Women. New York: Alumnae Advisory Center, 1962. 5 pp.

Selected readings for mature college women "preparing to work and for those who are studying, writing, or setting up courses and training programs for her." Listings are grouped under two headings: Practical considerations for women returning to work, and programs of education and retraining; background of women's changing role, with questions and speculations for the future.

** U. S. Department of Health, Education, and Welfare; Office of Education. Girls' and Women's Occupations: Selected References, July, 1948-September, 1954. Compiled by Louise Moore. Washington, D.C.: Government Printing Office, 1955. 99 pp.

The last in a 20-year series of comprehensive, annotated bibliographies on the vocational guidance of girls and women begun by the U. S. Office of Education in 1934 covering: occupational information; occupational biographies and fiction; training opportunities; vocational guidance programs, principles, and practices; women's status with respect to work and education; surveys; and bibliographies.

U. S. Department of Health, Education, and Welfare; Office of Education. Publications of the Office of Education, 1963. Revised edition. Compiled by Martha Walpole. Washington, D.C.: Government Printing Office, 1963. 76 pp.

Annotated listings of some 650 currently available Office of Education publications are grouped under: general publications, elementary and secondary education, higher education, and vocational education. Among the many sub-headings are: adult education, careers, guidance-counseling-testing, audio-visual aids, home economics, practical nurse education, and office education.

U. S. Department of Labor, Bureau of Employment Security. Guide to Local Occupational Information. Washington, D.C.: Government Printing Office, 1962. 116 pp.

Lists occupational guides prepared for use in counseling by State employment security agencies covering State or local areas. A list of skill surveys reporting on estimated supply of and demand for workers in certain skilled, professional, clerical or other occupational groups two to five years ahead in the various States or localities is also included.

U. S. Department of Labor, Bureau of Employment Security. BES Publications, June, 1963. Washington, D.C.: The Bureau, 1963. 37 pp.

Annotated list of periodical and general publications of the Bureau listed under: occupational information, tests and measurements, counseling, service to older workers, service to handicapped job applicants, labor market information, and farm labor.

* U. S. Department of Labor, Bureau of Labor Statistics. Counselor's Guide to Occupational and Other Manpower Information: An Annotated Bibliography of Selected Government Publications. Washington, D.C.: U. S. Government Printing Office, November, 1965. 87 pp.

Annotates selected government publications for counselors helping with vocational and educational decisions, including such periodicals as the Occupational Outlook Quarterly, the Employment Service Review, and the Monthly Labor Review. Pages 36-40 list references on girls and women.

** U. S. Department of Labor Library. Occupational Counseling and Guidance of Adult Women. Bibliography compiled by Annabelle Winter, June, 1965. 23 pp. Typewritten.

Book, pamphlet, and periodical references with Department of Labor Library call numbers grouped under: Counseling and guidance, job-finding techniques, employment of women (general, mature workers, married and part-time workers, occupations), sources of information (basic publications, bibliographies of occupational literature). Bibliographies included in the publications are noted.

** U. S. Department of Labor, Women's Bureau. "Bibliography on American Women Workers, Part V." in 1962 Handbook on Women Workers. Washington, D.C.: U. S. Government Printing Office, 1963. pp. 180-197.

References are listed under: Comprehensive (unspecialized); education and training for employment, employment and occupations, family status and responsibilities; health, physical welfare, and conditions of work; historical developments; union organization; wages and equal pay; women as citizens.

** U. S. Department of Labor, Women's Bureau. Employment of Older Women. An Annotated Bibliography. Compiled by Jean A. Wells. Washington, D.C.: U. S. Government Printing Office, 1957. 83 pp.

Detailed annotations of 81 references on hiring practices, attitudes, and work performance of older women.

** U. S. Department of Labor, Women's Bureau. Publications of the Women's Bureau. Washington, D.C.: May, 1965.

Lists currently available publications of the Bureau and of the President's Commission on the Status of Women.

** U. S. Department of Labor, Women's Bureau. "Publications of the Women's Bureau, 1918 through July 1960" in Today's Woman in Tomorrow's World. A Conference commemorating the 40th Anniversary of the Women's Bureau June 2nd and 3rd, 1960. Washington, D.C.: Government Printing Office, 1960. pp. 125-137.

Lists all publications of the Women's Bureau up to June, 1960.

U. S. Government Printing Office, for currently available listings.

See Price list 28. Finance. 50th edition, November 1964. 31 pp. Especially section on automation, income, employment. Price list 33.

Labor. 44th edition. September, 1964. 26 pp. Price list 31.

Education. (revised edition in press June 1965). Price list 70.

Census publications. 37th edition. April, 1964. 37 pp. Biweekly list of selected U. S. Government publications; monthly catalogue of U. S. Government publications.

** Women's Education. Published quarterly. A.A.U.W. Educational Foundation, 2401 Virginia Avenue, N.W., Washington, D.C. 20037.

Reviews major works of interest to those concerned with the education of women, and describes current publications, and research studies, and programs relating to women's work and education.

Zapoleon, Marguerite W. Occupational Planning for Women. New York: Harper & Bros., 1961. pp. 241-259.

Lists 278 references of interest to those concerned with assisting women with their occupational planning.

APPENDIX VIII

CASE STUDIES PREPARED BY THE PARTICIPANTS

Case Study	Subject	Written By
#1	Doris Mattison	Lee Herzog
#2	Sally Deadwood	Wandalyn Hiltunen
#3	Katherine Romero	Marjorie Rust
#4	Lucy Larson	Roberta Barnes
#5	Evelyn Brisel	Sally Borneman
#6	Pearl M.	Virginia Bullard
#7	Dr. S.	Jane Spanel, Celess McLester & Ruth Cummings
#8	Gwen Dee	Evelyn Marshall
#9	Elaine McNair	Cherrye S. Lucas
#10	Jean Beatham	Catherine Cutler
#11	Nora M. Watters	Lorena R. Matson
#12	Marian Cart	Lillian E. Cofell

CASE STUDIES

Case No. 1: Illustrates Group Pressure, Family Attitudes (Negative), Conflict of Values

Name Mrs. Doris Mattison

Address 7981 Light Street, Philadelphia, Pa.

Marital Status Married

Age 34

by Lee Herzog

The observer's first reaction, on meeting Doris Mattison in a group of eighteen "mature women" who had returned to college after age thirty, was "Here is one of the most sophisticated persons in the group---her self-assurance must be a real asset."

Mrs. Mattison was one of the first to speak out on the rewards of returning to school: "It's just the greatest thing that has ever happened to my ego---to be really successful among all these youngsters. My husband and children are so proud of my good grades!" But this comment was being heard from all sides of the room, and one listened not so much to the words, but rather to the well-modulated voice, the gracious manner and the poise of the speaker.

At the luncheon table the observer discovered the first clue which was to disprove her snap judgment about a background of "good living", social graces or other values one may attribute to certain persons. When asked whether she had been to some college previous to her marriage, Mrs. Mattison replied: "Oh no, in fact I never finished high school. I was just lucky to get there a whole year.....you see, I was raised in one of the worst slums in the city, and there were weeks at a time that I had to stay home because I didn't have shoes, or to take care of the little kids because Dad was on a bender and Mom just 'lived around'."

Doris was one of eight children to be raised by less than responsible parents in the slums of a large eastern city. She states that she was often beaten by her father, and that her mother was born to "chase". The children seemed bent on escaping from home as early as possible. But Doris, herself, persisted in going to school against all odds, even though she was often laughed at because of her poor clothes or lack of "manners".

During the sophomore year of high school there was no steady source of income in the family, and she was forced to leave school for a full-time waitress job. At seventeen, she married a youth much like her in background. Within two years she had discovered her marriage was no way out of her problems; and at nineteen she found hereself a divorcee with two small sons to support.

The ensuing years were ones of great bitterness for Doris.... bitterness against men, against her own parents, the slum environment, and the burdens of raising children alone. But she could not see herself going down the same "drain that Mom did"; and her first step up was to graduate from position of waitress to cashier. Some months her income was less, due to loss of tips, but she felt more respected. Her children became of school age, and she found a bit more freedom. Since she no longer had to pay for child care, she could afford to move to a better neighborhood. She is extremely proud that she has never resorted to a public agency for help. Her life pattern became one dedicated to the upward climb.

When she was twenty-eight, Doris met Charley Mattison, a high school graduate and a mechanic for a large city garage. It took much kindness and perserverance on Charley's part to persuade Doris to trust him as a person, and as a future husband. However, at thirty, and with full approval of her sons, they were married. Their combined incomes allowed them to move to a small house, the first in both of their lives. To suit her new image as housewife, Doris changed jobs and became a clerk in a nearby pharmacy.

With the fresh fulfillments of her second marriage, Doris began to think of her unfilled desire for learning. Without her family's knowledge, she bought high school books and began to study. When Mr. Mattison discovered this, he was tremendously pleased and proud of her initiative, and urged her to try the state high school equivalence exam. While taking the exam, Doris met several people who were also applying for admission to the state teachers' college nearby. She learned that in exchange for a promise to teach for two years within that state, she might be admitted tuition-free, keeping college costs to a minimum.

Doris was accepted at this college on the basis of high scores on the Equivalence Exam, and on her ACT scores. She planned to major in English for secondary education. The Dean of Students urged her to take less than a full load, since she still must work part-time to supplement family income---but so eager was she for knowledge that she insisted on a seventeen hour program. Two years later, she was maintaining an A-record and, as she says, "just growing in all directions."

Another "high" was her first contact with 'science'....freshman biology....just looking through a microscope....was a whole new world. Soon she was seeking information about changing majors and was encouraged by her biology instructor. This meant that some "required-subjects" steps had to be retraced and graduation plans must be delayed beyond four years. By her junior year, the college staff was beginning to think in terms of a fellowship program for her at a large university not quite so near home.

At age thirty-four, with a remarkable record of successes behind her, Doris is faced with problems both new and old in origin. Has she the right to ask the state to release her from her contract to teach in the public schools, in favor of advanced study towards another career? Will she be sacrificing her sons' chances for college to her own ambition? The older, a good student, wants to go to the state university, and has been accepted, but will need financial aid. In less than two years the younger one will also be ready.

Two other questions were raised in Doris' own mind. Will she be failing her responsibilities to her husband if she goes much beyond his own educational achievement? And, throughout all her progress, she has not been able to overcome her resentment towards her parents and their life patterns. She feels that this attitude still cripples her in relationships with other people, particularly where she must trust others' judgment or rely on them for direction.

The observer questions whether two counseling principles may be involved here: 1) what information, direction and reinforcement might best help her in solving the educational goals of herself and her sons? 2) should Doris' personal relationship problems with husband and parents be investigated as to whether their depth may make referral for personal therapy the best procedure?

Case No. 2: Illustrates Continuing Education, Lack of Self-Confidence

Name Sally Deadwood

Address 4044 James Dr., Loveless, Ga.

Marital Status Married

Age 36 years

by Wandalyn Hiltunen

Sally Deadwood is the wife of a physician and the mother of five children ages 12, 10, 8, 6, and 4. She is now thirty-six years old and would like to resume her formal education. She feels she would like to have at least a bachelor's degree, because of her husband's position, plus the fact that she thinks she would like to have a career of her own.

Before her marriage she completed a three year hospital nursing program and worked as a staff nurse in the hospital for six months. Due to the lapse of time since her nurse's training, she feels her skills are too obsolete to consider pursuing this type of course. In addition, she prefers something that would have more status and prestige.

Her husband does not oppose her returning to complete her degree, but does feel her first obligation is to the children and community activities. He feels his practice can still be enlarged and depends on his wife to be active in the major civic affairs and the local country club. She has served on several committees, e.g. the Christmas party for underprivileged children, the United Fund Campaign and the PTA. As a member of a neighborhood discussion group, she reads primarily the current best sellers and articles related to the topic to be studied. Although she does not always participate in the discussion, she eagerly looks forward to each meeting.

Their home is in an upper middle class section of a middle-size southern city. She employs a full time cleaning woman. There is a small private liberal arts college in the next town five miles away.

An older friend told her that she had heard the students at the college were not very friendly and were primarily interested in the social life. She also was told that most of the professors were old and believed that "the woman's place was in the home."

Sally requested a catalog from the college, but it did not give any information about transferring credits from other schools. It did say that the Dean of Women was available for counseling girls.

After much deliberation, Sally decided to make an appointment with the Dean, hoping she wouldn't look too silly seeking counseling at her age.

Discussion Questions

1. What is the main motivating factor for Sally's desire to resume her education?
2. What attitudes are implied by the friend's remarks about the college?
3. How will her community activities help in reaching her goal?

Case No. 3: Illustrates Low Socio-Economic Stress

Name Mrs. Katherine Romero

Address 1527 So. Conejos St., Denver, Colorado

Marital Status Deserted

Age 35 years

by M. Rust

Mrs. Romero was the common law wife of Anthony J. Romero for seven years. He deserted her two years ago leaving her with two children, Tony at age seven and Kathleen, age four.

Mrs. Romero comes from an Irish background and looks like it: good figure, dark auburn hair, with a fair complexion and beautiful grey-green eyes. She could pass for thirty or less with no trouble at all.

Katherine quit school when she was sixteen to stay home and take care of an aging grandmother while her widower father worked. She had started high school but only went half of her sophomore year before quitting. Since that time she has taken a course in typing in night school and claims to be an avid reader.

For seven years she worked: car hop, waitress, typist and back to waitress. She went back to being a waitress because she felt that she was "going nowhere" in the office. She had no real desire to marry, but when Tony came along she was tired of the "long hours, low pay and insults of the customers. Besides, he was very nice to me." Mr. Romero was a construction worker and when things were good, they were very good, but when weather made contracts scarce, things were bad. He was a good husband and father almost as sporadically as his work was. When work was scarce, he would be gone days at a time and usually returned drunk and abusive.

Two years ago Mr. Romero walked out of the house and has never come back. Mrs. Romero tried to work for awhile, but babysitters got most of her meagre earnings from being a waitress. As a last resort she requested welfare assistance which she has received for almost eighteen months. She lives in a housing project where rent is $90.00 a month for a small two bedroom, unfurnished apartment. Her welfare assistance is $135.00 a month plus $45.00 for each child giving her a total of $225.00.

Kathleen has been in and out of the hospital almost continually since birth. She had a congenital bladder defect which needed to be corrected by surgery, but the doctor did not advise this being done until she was at least three. The operation has been performed, but during the intervening years she had to be hospitalized about every three or four months for treatment of this condition. She had pneumonia following surgery and although she has been released from the hospital, the doctor has indicated she will be chronically ill, unless she outgrows her general weaknesses.

Katherine has become active in the A.D.C (Aid to Dependent Children) mothers group. Here she has talked with and listened to other women with problems and concerns similar to hers. (The group was organized and is run by the A.D.C. mothers without help from the Welfare Department.) At times she feels "if it weren't for the children I think I would just give up." She shows a willingness to work, but worries about the children: "Their daddy walked out on them, so how would it affect them to have me gone all day; besides there isn't anything I could do."

Mrs. Romero has not sought counseling. However, she has had regular contacts with her case worker. The case worker has been "trying to talk me into going back to work."

Discussion Questions

1. Does Mrs. Romero want to improve her lot in life?
2. Should she just be left alone to live her life as she sees fit?
3. Is the case worker right in trying to "talk me into going back to work"?
4. Do you think she would be willing to "take Mr. Romero back" if he made the offer? What would you counsel her about such a possibility?

Case No. 4: Illustrates Alcoholic, Multi-Problem Conflict, Lack of Personal Fulfillment

Name Lucy Larson

Address Tucson, Arizona

Marital Status Married

Age 35 years

by Roberta Barnes

Mrs. Larson at age thirty-five is an attractive woman of slender build and medium height. She and her husband and their three children (ages seven, ten and twelve) live in a middle-class suburb about ten miles from downtown Tucson, Arizona (population about 300,000).

Music has been one of Mrs. Larson's main interests since she began to take piano and voice lessons in the sixth grade. In high school she was the most talented member of the chorus and she also gained recognition as a member of the orchestra. She considered majoring in music at the University of Southern California, but eventually decided that it would be more practical to minor in music and major in political science. Her major field of study proved to be so interesting to her that she decided that she wanted to go to graduate school and prepare for a career in government service.

As an undergraduate Mrs. Larson was active in Young Republicans, the music club and many other campus organizations. She was elected to Phi Beta Kappa at the end of her junior year and graduated with honors in political science at the age of twenty.

After her graduation from college Mrs. Larson's plans to attend graduate school were abandoned in favor of marriage. Following her marriage she concentrated on being a good homemaker and helping her husband advance in his career as an accountant. During the early years of their marriage they lived in Los Angeles; both of them were active in civic organizations and Mrs. Larson was able to enjoy the many cultural activities which the city had to offer.

In 1955, the family moved to their present home near Tucson and for a time Mrs. Larson felt some sense of accomplishment from her husband's success and was content to remain at home with the children. However, in 1957, her husband was hired as an accountant for an international business concern and his job required that he travel a good part of the time. Mrs. Larson, left at home with the children, became restless and bored with the routine of household chores and longed for adult companionship other than the neighborhood housewives whose conversations seemed limited to local gossip and the price of groceries. Her husband's lack of concern for her and his ability to keep the family in debt despite his large salary caused her to be even more depressed, and to forget her frustrations she began to drink. By 1963, she was such a serious alcholic that her neighbors called the child welfare department to report that her children were being neglected. As a result of this shock, Mrs. Larson sent for her mother to care for the children and she committed herself to the state hospital for treatment. After several months of treatment she was released from the hospital and felt that she had overcome her drinking problem.

Since her release from the hospital, Mrs. Larson has managed to keep busy during the time her children are in school by doing volunteer work at a child care center. She has also become active in her church and enjoys singing in the church choir. She is determined to create a new life for herself and has gone to the minister of her church and a marriage counselor for advice. She feels this counseling has been helpful to her in evaluating her situation but her husband refuses to go to the counselor because he "does not need help." His life has become centered around other women and he is quite content to live from one party to the next without any interference from his wife or anyone else.

Mrs. Larson feels that a separation or a divorce is now unavoidable and her main concern is for the welfare of her children. She feels that for their sake she must have custody of them, but fears that this will not be the case because of her history of alcoholism. Therefore, she feels a need to re-establish herself as a responsible person who is capable of caring for and supporting her children. She went to the employment office to apply for a part-time job but because of her complete lack of experience in paid employment and her lack of clerical skills she has not been able to get one.

Mrs. Larson feels an urgent need to prepare herself for employment but does not know what type of work she would be best suited to do. She has heard of a secretarial course which is going to be offered in the adult education program at the local high school but she is afraid that she could not master the skills of typing and shorthand and that even if she could, she would not enjoy such routine work. She enjoys working with the children at the child care center and thinks she might like to teach. However, she fears that her past problems might disqualify her for this type of work and she is also worried about her ability to withstand the pressure which would result from taking courses at the University after such a long absence from the academic world.

Mrs. Larson has made an appointment to talk with one of the counselors at the University and hopes to receive the help she so desperately needs in order to take the next step in preparing for the future.

Discussion Questions

1. What emotional conflicts might Mrs. Larson be experiencing, and which one does she need to resolve first?
2. How can Mrs. Larson build upon her past college experience in preparing for an occupation?
3. What are the stabilizing forces in Mrs. Larson's life? Should she attempt to work (or attend school) before the separation?
4. What would help to restore her self-confidence?
5. Which of Mrs. Larson's problems can the counselor help her solve? How much information about her background will the counselor need to have in order to help her?

Case No. 5: Illustrates Immaturity, Family Complications, Status Seeking

Name Evelyn Brisel

Address 202 East Street, Mineola, N. Y.

Marital Status Married

Age 37 years

by Sally Borneman

Mrs. Evelyn Brisel, a good looking, well-dressed and well-groomed woman of thirty-seven years, could pass for thirty or less. Neither she nor her husband, a machinist, had a high school diploma when they were married. After six years of marriage and five children, Mrs. Brisel, who had had no work experience, decided to acquire an education in order to earn money for the children's education. Her machinist husband had steady, well-paid employment, but five children can swallow a great deal of food and keep the local shoe store in business.

After passing the High School Equivalency Test, she was accepted in the local college in the tuition-free teacher training program. She made the honor roll and became very active in college affairs. In addition, she always took seventeen to nineteen hours of work, against the advice of the college staff. However, at the end of the third year she switched her major to psychology which added an extra year to the four year program and also would entail the payment of tuition unless she did continue her teaching commitment. She is well liked by the young college students and accepted on an equal basis by them.

Friction has developed between Mrs. Brisel and her husband because she has so much more education now and because he feels she is deserting her family responsibilities. The oldest son begins college next year and will attend the same campus as his mother. The daughter, who plans on entering college the year after, wishes to go elsewhere as she does not wish to be identified with her mother. College personnel familiar with this case feel that Mrs. Brisel is avoiding the reality of the working world.

Discussion Questions

1. How could Mrs. Brisel be helped to substitute pleasure in her son's or daughter's college achievements for her own pleasure in campus life?
2. How could Mrs. Brisel be introduced to a satisfying work experience, on a part-time basis, perhaps?
3. How can Mrs. Brisel be helped to face up to the realities of her role as mother as well as student?
4. How would an experienced counselor explore with Mrs. Brisel her relationship with her husband?

Case No. 6: Illustrates Socio-Economic Adjustment, Raising Level of Aspiration

Name Pearl M.

Address 21 Arch St., Roxbury, Mass.

Marital Status Divorced

Age 38 years

by V. Bullard

Mrs. M. is thirty-eight years old, the mother of six children by two husbands. Three of her children are grown---eighteen, twenty, and twenty-one. The other three are eight, seven, and three and one-half. She is presently unmarried and on ADC although she is engaged to be married next year. She lives in Roxbury, Boston's Negro district, to which she moved two years ago from New York. The area in which she had lived in New York was becoming increasingly unsafe and she had hoped to find a more suitable neighborhood in Boston. This is not entirely the case and she is afraid to be out alone at night.

Mrs. M. completed two years of high school before she married, and has recently taken examinations in two of the required four areas toward her high school equivalency diploma. She would like to go to college. She is articulate, intelligent, and reads a great deal, especially the writings of Swedenborg. She also enrolled, when in New York, in a "Psychology of Everyday Living" course taught by Dr. Sea---and gained a great deal of insight from the program. (One would gather that this was group counseling if not group therapy at its best, at least for Mrs. M.) And, she recently completed the MDTA program in secretarial training.

Most of Mrs. M's paid jobs have been of the "blue collar" variety. She was once a stitcher in a factory, has done sewing in her home, and has done door-to-door selling of some sort.

She did, however, develop and head a committee which spearheaded a program for improving the segregated school in New York which her children attended; and she earned a great deal of respect from both professionals and laymen for her successful efforts. She also has taken a course in how to teach reading to young people with reading problems and is involved on a part-time, unpaid basis with this project in Boston. She is particularly eager to help Negro youth come to terms with themselves; to help those with academic problems learn; and those with other more violent kinds of adjustment problems work out a better life for themselves. (She had been particularly depressed over witnessing teen-age drug addiction in her New York neighborhood and it was partly her helplessness in this context, as well as fear on behalf of her own children, which prompted her move to Boston. Her "therapy" helped her particularly to see the boys in her family differently and to develop new and better ways of handling them.)

Mrs. M. was referred by a friend who is enrolled in a daytime Program for Adult Women at a University. She was on her way to the State Employment Office to get a job. She felt that she was ready for a new kind of position and would be willing to give up her ADC payments if the new job would be meaningful. She would like to obtain a sense of satisfaction from her job either by starting on a low level in the kind of agency she would want to be affiliated with once she completes college; or by making a significant contribution to the Negro struggle at this time.

The two-hour interview ended with the counselor describing other ways and places to get jobs in addition to the State Employment Division, and by taking her to the University Placement Office which was known to have some beginning secretarial or clerical openings. (It was also explained that employees at the University can take one course per semester free and that a high school diploma is not necessary for enrollment in the adult division prior to matriculation.)

Discussion Questions

1. Was it right for the counselor to take Mrs. M. to the University Placement Office?
   Is Mrs. M. ready now for a "meaningful" position?
2. What areas need to be explored in more depth if Mrs. M. is to consider going to college? Is it realistic for her to consider college at this time?
3. What effect will Mrs. M's late start in the ability to hope for better things for herself and her family have on her ability to obtain them?
4. Will the counselor work with Mrs. M. the same as or different from the ways in which she works with the middle class, college educated White woman?

Case No. 7: Illustrates Professional Readjustment

Name Dr. S.

Address Metropolis, Northeastern Region

Marital Status Married

Age 40 years

by Jane Spanel, Celess McLester & Ruth Cummings

Dr. S. is a forty year old married woman with a twelve year old son. She met her husband while both were in medical school and they were married soon after her graduation and during his residency.

They settled in a large Northeastern city where they are now living and where her husband set up his practice in Internal Medicine. She was able to take her internship and residency in Pediatrics there. Her son was born shortly after the completion of her residency, and when her child was seven months old, she opened up her office and pursued her career in Pediatrics in which she was very successful. She was on the staff of one of the major hospitals in the city.

In addition to her private practice, Dr. S. volunteered her services on Saturday mornings in the Pediatric Clinic of the Welfare Department, and was frequently called upon to lecture in Baby Care in various women's organizations in her own as well as neighboring communities. She has also had articles published in Medical Journals.

She had been in practice for twelve years when a serious automobile accident caused her to be hospitalized for several months with multiple injuries from which she recovered except for partial paralysis of the right arm for which the prognosis for complete recovery was poor.

During her hospitalization, in conjunction with physical therapy treatment, Dr. S. was introduced to rehabilitation counseling which she felt was necessary to prepare herself for a possible change of career or a limiting of her present work due to her handicap which she had been told might prove permanent.

Discussion Questions

1. Considering her handicap what occupations could Dr. S. consider that would most fully use her professional training, absorb her interest, gratify her intellectually and maintain her self-esteem?
2. What difficulties would Dr. S. face if retraining were necessary?
3. What are the factors which the counselor will explore with Dr. S?
   - a. her self-concept in a limiting role
   - b. her acceptance of her handicap
   - c. family attitude
   - d. what changes might be expected, i.e. tangible financial changes affecting the family's economic status; others.

Case No. 8: Illustrates Need to Shift Career Pattern, Frustration, Lack of Direction

Name Gwen Dee

Address Washington, D. C.

Marital Status Divorced

Age 38 years

by Evelyn R. Marshall

Gwen Dee has an effervescent personality and is extremely youthful looking for her thirty-eight years. She appears very intelligent, highly conversational and very well-groomed.

Gwen was twenty years of age when she received a high school diploma from her native hometown of Baltimore, Maryland. The decision to leave school when she reached the age of eighteen was partly due to the three years of retention in the elementary grades. Two attacks of rheumatic fever had caused her to find it difficult to continue the tenth grade at this age. Unable to find work that would match her physical stamina, she enrolled in night school and completed a business course.

A Civil Service appointment brought her to Washington as a clerk-typist. This first job afforded her no degree of satisfaction and she enrolled at Howard University as a part-time student with hopes of obtaining a work scholarship. The scholarship never materialized. She continued working and going to school evenings at a very even pace even after her marriage. At the point of considering the possibility of going to school full-time she became pregnant and had her only child, a baby girl. Because of her health her recovery from childbirth was more prolonged than normally but she managed to find the time to type term papers and theses and to take a course in shorthand. Upon her return to the Government after one year of absence she qualified as a secretary.

Her marriage definitely ended when her daughter was six years old and Mrs. Dee became a divorcee at the age of thirty-two. With the exception of two or three years she never failed to be enrolled in one of the institutions in the Washington area. Her credit hours totalled approximately two years of college work with courses in English, Statistics, Sociology, and Psychology.

Her community contributions have included leadership roles in various civic organizations, P.T.A., and church. She was one of the first workers of the organized volunteer workers of the Public Welfare and a member of the Theatre Lobby of the District.

Mrs. Dee works as an Administrative Assistant to one of the men heading a newly organized department of the Government. She is in charge of certain aspects of the program with responsibilities, she feels, equivalent to those of professional status.

She states, "My chances for remarriage are diminishing day-by-day and the responsibility for my daughter's welfare, as well as my own, is mine alone."

She has decided to return to school in the fall and earn a college degree. Circumstances necessitate returning again as a part-time student and she wonders if the job opportunities she now foresees will still be available upon her completion of studies. She is uncertain of her interests, what line of study to pursue, and whether training for a degree at this age is worthwhile, particularly on a part-time basis. She is concerned about her later years which she wants to be rewarding, if not by marriage, then through her life's work.

Discussion Questions

1. How feasible would college preparation be under Mrs. Dee's circumstances?
2. Could you help her project the possibilities of job opportunities so far ahead?
3. Is there a possible conflict in her sense of values?

Case No. 9: Illustrates Woman Suddenly Widowed

Name Elaine McNair

Address 1632 Chaumont Dr., Columbus, Ohio

Marital Status Widow

Age 43 years

by Cherrye S. Lucas

Helen Cunningham arranged the papers and placed them neatly back into the folder on her desk. Removing her glasses, she glanced briefly at the clock on the panelled wall of her tastefully decorated office. In five minutes Elaine McNair would enter to seek advice about problems incurred by her return to college. Helen Cunningham, Dean of Women at Crystal State University, paused briefly to reflect. She had accepted this position as Dean of Women eighteen years ago. During this period of time the University had more than doubled in size. Students came, students dropped out, students graduated, and still more students came. In recent years, however, the influx of returning adult women was astounding. Although circumstances relating to the return of these women varied from one individual to another, Elaine McNair tended to epitomize the problems that many of these adult college women were encountering.

Elaine had come to her four months ago before enrolling in the College of Education. She was enthusiastic and highly motivated about her plan to get a degree in Education. Helen had suggested at the time that Elaine would, perhaps, do well to limit her studies to two courses until she got into the "swing" of academic studies. Helen remembered also the wilted expression on Elaine's face at this suggestion. With unstinted determination Elaine had, nevertheless, proceeded to enroll in five college courses.

Elaine McNair arrived fifteen minutes early in the outer office of Dean Cunningham. She was tired and twenty-three pounds thinner than four months ago, when she had first talked to Dean Cunningham. Elaine quietly closed her eyes. In retrospect she recalled a cool crisp day in early autumn as Eric, her oldest child was speaking. "Good-bye for now, Mom, and do take good care of yourself. Remember I'll check on you as often as I can." Eric kissed his mother on the cheek and gently closed the door. "We did quite well with our older son," thought Elaine as she watched him stride briskly down the walk and enter his newly purchased car. He had received his commission as a second lieutenant only five months ago after four years at West Point. Eric was not yet married and was expecting orders for an overseas tour of duty.

The week before, Elaine had been finishing the last minute preparation for breakfast. Tom, her husband, was always at the table early. Elaine paused, stood still a moment, and then walked briskly to the den. Tom was there, slumped in the chair at his desk with the morning paper still in his hand. It was much later that Elaine could realize the heart attack was fatal---that Tom could not be revived.

Elaine stood silently at the window as Eric's car vanished from her view. Eric had always been the sensible, serious one---by far the most dependable of her three children. "I must not lean on him too heavily," she thought. Within the last few days her responsibility for the two children and for herself had become increasingly apparent.

A few days after the death of her husband, Elaine found it necessary to take stock of her financial condition. Tom McNair had been an extraordinarily good father and husband. Elaine recalled the day four years ago just after Tom had returned from Viet Nam. They were still sitting at the breakfast table; Mary, the youngest of their three children, had just left for school. For some time Elaine had tried to summon up the courage to discuss the state of their personal and financial affairs. At the time they were living in Army quarters, and Tom had recently been promoted to full colonel.

The discussion that ensued was even worse than Elaine had expected. Tom had never liked to discuss financial affairs, especially those pertaining to needs that might arise in event of his death. He had always been healthier than most men and found it depressing to discuss this subject. Nevertheless, she managed to get a fairly comprehensive view of their financial status and what she could expect if she were forced to manage without him.

Sitting alone at Tom's desk, Elaine began to make an evaluation of her financial resources. Tom had retired less than a year ago.

He had accepted a position commensurate with his experience and ability. The salary from the new position along with the $756 retirement pay of a colonel amounted to more than he had received on active duty. They had decided that the buying of a home would be contingent upon his success in the new position. They had also considered the possibility of moving to the South, where living expenses were cheaper, after Mary and Eric had completed high school. Tom carried $20,000 of insurance and for some time had intended to increase this amount. With this intention in mind, he had not elected to participate in the Uniformed Services Contingency Option Act, which, if he elected to receive reduced retirement pay, would have provided that the amount of the reduction taken would have been continued for his dependents in event of his death.[1] Tom did not want to make this provision, and Elaine had not insisted. Election of this option had to be made before eighteen years of active duty, and Tom, from the sixteenth to eighteenth year was away from the family on duty in Korea. Not many of the officers whom he knew elected to take this cut in retirement pay.

Because Tom had retired from active duty, Elaine would not receive the six months of gratuity pay amounting to $3,000.[2] Neither would she receive the dependency and indemnity compensation payable to unremarried widows. This would have amounted to $230.00 a month.

The total income for Elaine McNair's family was the Social Security Benefit of $254 a month. This figure was based on her having two dependent children under eighteen years of age. The amount of the check would decrease when Eric was no longer dependent and would cease completely when Mary was no longer dependent. Elaine, now 43, would receive Social Security again at 62 years of age.[3] These Social Security benefits amounted to $3,048 annually. Elaine estimated that they could live, though frugally on $7,000 a year.

One month later Elaine tucked her credentials in an envelope and left to keep an appointment with the Dean of Women at Crystal State University. Everyone knew about Dean Cunningham. Her strong and forceful personality was felt throughout the city as well as the University. She was reputed to have not only wit, charm, and intelligence, but unusual powers of perspicacity.

Perhaps it was pride that caused Elaine to conceal her anxiety about her financial condition. Dean Cunningham would surely expect the wife of an Army Colonel to have been more farsighted in regard to financial security. In any event, she could not bring herself to reveal to Dean Cunningham that, from a practical standpoint, she had only two years to complete a degree before paid employment would become necessary.

---

[1] Active Duty Officer's Personal Affairs Handbook, Prepared by the United Services of Life Insurance Company (Washington, D.C.), p. 13.

[2] Ibid., p. 3.

[3] Social Security Benefits, Prepared by Social Security Administration Leaflet No. 855.

Elaine McNair had met Tom, a handsome second lieutenant just out of West Point, at the beginning of her sophomore year at Brierville. When they married in June, she had completed two years of college with a grade point average of 3.5. Thus Elaine reasoned that by working diligently she could complete her established goal within two years.

The second semester, nine weeks after the death of her husband, Elaine reentered college and was enrolled in five courses. Now at the end of April she was in real trouble; she was not even sure of a C in two of the courses. Mary, her fifteen-year-old had started going steady; and Scott, a senior in high school, was spending more money than she had anticipated. Perhaps Dean Cunningham could give her some guidance. The voice of the pleasant, young secretary interrupted her retrospection. "Mrs. McNair, Dean Cunningham is ready to see you."

Discussion Questions

1. What, at this point in the college semester, can Dean Cunningham suggest that Elaine do about her low grades?
2. Consider the financial burden that Elaine has been forced to assume.
3. Are there any practical ideas Dean Cunningham might offer in regard to Elaine's physical exhaustion?
4. What about Elaine's educational goal?
5. Would it be unrealistic to expect the children to assume part of Elaine's responsibility? If so, to what extent and in what areas?

Case No. 10: Change in Life Pattern, Indecision, Older Divorcee

Name Jean Beatham

Address Manchester, New Hampshire

Marital Status Divorced

Age 52 years

by Catherine E. Cutler

Jean Beatham, a tall, well-built, and tastefully dressed woman of 52, has just been divorced after 26 years of marriage. Before her marriage and following her graduation from the University of Wisconsin where she majored in English literature, she studied at the Rhode Island School of Design where she specialized in interior design. She finished her training with a year in Europe, and then was employed for two years by a well-known firm of interior decorators in New York.

Through mutual friends she met Frank who was two years her junior and who was working in the Trust Department of a large New York bank. They were married and moved to Manchester, N. H., where Frank's family was prominently identified with the business and banking life of the community and where he was brought up. There were two children, both boys, now 24 and 21 years old. The elder had finished college and two years in the Air Force, and is now studying law. The younger son is entering his senior year in college.

It had not been easy for Jean to adjust to living in small New England city, and though she eventually enjoyed it, her roots were not very deep. She enjoyed a small group of friends who shared her intellectual interests and her enthusiasm for amateur theater. Much of her real satisfaction came from people she knew and visited on frequent trips to Boston and New York. Her own family still lived in the midwest, and although she liked them, she did not feel very close to them.

The Beathams' marriage had been a twenty-five year struggle to find areas of common interest and mutual respect. Both partners had consulted psychiatrists, but Jean had continued her consultation longer than her husband had. While the treatment had not saved the marriage, it did help her to accept the inevitability of divorce, and it had helped her develop insights that improved her relationships with other people. She liked her sons and enjoyed being with them. On the other hand she knew that they were at an age when their plans for the future were not likely to include her, and she felt that she would do most for them by making herself independent.

Periodically over the twenty-six year period she lived in Manchester, Jean had helped people with their decorating problems. She had a working arrangement with a decorator in Boston through whom she placed her orders for fabric, papers, and furniture, and from whom she got samples. She is a member of A.I.D. Her decorating business has just barely covered expenses. The volume was always small, and so was her profit margin. Her work was really more of a hobby than a business. She spent an inordinate amount of time getting to know her clients, their interests and their tastes, so that she could help them express themselves when they made choices, and she enjoyed what was a social and teaching function of her work as much as the finished room or house. She had great difficulty keeping books accurately. She never really "sold" anything---hers was really a soft sell. Therefore, when it became necessary to supplement her income and occupy her time, she recognized that she could not perform adequately as an independent interior decorator, nor could she adjust to the competitive and fast moving pace of the profession as a member or employee of a firm. She was determined to do something quite outside her former interest and training.

Jean's only other work experience was a year's experience as a teacher of English in the local high school during the war. In this job she had made use of her unusual facility with language, her feeling for words, her great interest and enthusiasm for literature which she read widely and critically. She remembers that year of teaching as rewarding and satisfying.

The terms of the divorce agreement gave Jean a $4,000 annual allowance as long as she remains unmarried. Out of this she must pay an income tax. She has no other income. Frank will continue to support the boys as long as they are in school. Because of their ages there is no provision for custody.

As a divorced woman, Jean finds that her social position in the community has changed in ways she does not like. She feels very much the "extra" woman. Frank has remarried and continues to live and work in the community. She is sensitive to the many awkward and embarrassing situations their mutual friends experience because they try not to offend either her or her former husband. Many friends have business connections with Frank which further complicate their positions. She has evaluated Manchester in terms of her own social and economic future, and has concluded that she would be happier in a larger city.

She is willing to get further education or training, if necessary, in order to develop a skill that will be marketable as long as she is able to work and wherever she decided to live. While she is in good health now, she would like the kind of work that would allow her to slow down if she feels it is indicated as she grows older.

She has presented this picture of herself to a counselor whose help she hopes will enable her to make plans that are realistic and practical.

Discussion Questions

1. Do you think this is essentially a problem of vocational guidance?
2. In View of Mrs. Beatham's decision that she wants to do something unrelated to interior decorating, should she be encouraged to reconsider this decision?
3. How would you begin to help Mrs. Beatham solve her problem?
4. She has said she is willing to take courses. When in the planning for her future, if ever, should her financial problem be considered by her counselor?

Case No. 11: Illustrates Indecision

Name Nora McKinley Watters

Address San Francisco, California

Marital Status Widowed

Age 54 years

by Lorena R. Matson

Nora McKinley Watters was reared in Kansas City, Kansas. Her father, Dr. Walter McKinley, was a general practitioner and her mother was a homemaker. Nora attended Kansas State College where she received a Bachelor of Science degree in Home Economics Education in 1933.

During the years following graduation she taught Home Economics in a Kansas City high school and lived at home with her parents. Although she liked the field of Home Economics, she soon decided that teaching was not for her. She was 27 when Thomas Watters, whom she had known since college, proposed marriage. She accepted and gladly gave up teaching for homemaking.

Thomas was a partner with his father in a cattle ranch, so the newly weds moved to the ranch. During the next eight years they had three boys. Nora was satisfied and happy as a homemaker, wife, and mother. When Mr. Watters, Sr., passed away Thomas inherited the estate. The ranch required hard work which kept the family united, close, and dependent on each other.

Nora was also active in her community as a church choir member, teacher of church youth groups, PTA member, and occasional supporter of political campaigns. Her life followed the pattern of homemaker, wife, mother, and volunteer worker.

At the time the oldest son was a college freshman, she and Thomas were making plans for their future when the children would be gone from home. They planned to hire someone to manage the ranch so they could travel. Since the children had grown older, she had more time to herself. She became increasingly active in community work as PTA president, choir director, and worker in League of Women Voters. She also pursued her personal interests in tailoring and reading of literature, history, and geography.

During these years her husband had a heart attack and was confined to bed. She gave up the community work to stay at home and care for him. He recovered; but a few years later he had another, fatal attack. At the time of his death the oldest boy was a college senior, the next oldest was a college sophomore, and the youngest was a high school junior, and Nora was 52 years old. With two children away at college, the youngest child in high school, and her husband---who had taken nearly all of her time during the last few years---now gone, she found herself suddenly unoccupied. The pattern and security of the last 22 years were gone.

In an attempt to adjust to this change she again resumed her community activities as a missionary for her church, worker for League of Women Voters, and writer for the South County Newsletter. When her youngest son left for college she decided to leave the ranch. The oldest son---who had graduated, married, and moved to San Francisco---encouraged her to come West for an indefinite vacation. She felt the change would be good and moved to San Francisco.

She lived with her son for four months. During this time she decided to make a new life for herself. She was in good health and felt she could build a new life, if she could decide what she wanted. Her interests and attitudes, however, were conflicting and diffused; she did not know where to start:

> She shouldn't stay with her son indefinitely, but where would she move? She shouldn't live alone because she needed companionship, but with whom would she live? Through her church affiliation in San Francisco she had been offered employment as a housemother in a women's residence home. This would solve the problem of living arrangements, but would she like the work?
>
> Should she remain in San Francisco and sell the Kansas estate? Should she return to the place that had been home for so many years? If she returned to Kansas would she be living with her memories rather than for the future?
>
> She'd thought of going back to work, but in what occupation? She hadn't liked teaching as a young woman, would she like it any better now? Were her skills up-to-date so that she could get a teaching job if she wanted one?
>
> She'd thought of other areas of work in the Home Economics field. Perhaps she would like to be a dietician, perhaps something else. What else was there? Was she qualified? How could she become qualified? If she had to return to school to become qualified could she succeed after all these years? Could she compete with the younger students?
>
> She didn't have to work for financial reasons. Could she bring meaning and fulfillment into her life through other means than work? Would she be happy traveling as she and her husband had planned to do? What else was there?

It was with these problems that she went to the California State Employment Service and registered for work. Although she did not know what she wanted, she felt this was a step in the right direction; besides, she did not know what else to do. During the initial interview, the Employment Interviewer realized that Nora was experiencing a conflict of interests. He referred her to an Employment Counselor for the counseling services which she needed.

Discussion Questions

1. What are the problem areas which Mrs. Watters faces?
2. Which area or areas will the counselor explore with Mrs. Watters first?
3. What reaction might she experience from her family if she decides to:
   Sell the estate and remain in San Francisco?
   Return to Kansas?
   Return to school?
   Return to work?
4. How might her family's reaction influence her decisions?
5. How might her own attitudes toward age and her present abilities affect her decisions?
6. Of what value are her experiences as a volunteer work and community leader in planning for a "new life"?

Case No. 12: Illustrates Lack of Self-Confidence, Job Insecurity

Name Marian (Mrs. John) Cart

Address Elwood, Wisconsin

Marital Status Married

Age 44 years

by Lillian E. Cofell

The counselor, Mrs. Nolan, sat in her office scanning a referral note from Dr. Bone which read, "I am sending a Mrs. Cart, who is a student in my Child Psychology class. I had scheduled a mid-term test; everyone was duly informed. About ten minutes after the beginning of the test, Mrs. Cart arose, excused herself saying, 'I have a terrible headache' and left the class. She didn't return, so I'm sending her to you."

Mrs. Cart sat across the desk from the counselor. She was tastefully dressed and poised. However, she seemed irritated. Before the counselor had an opportunity to ask about her referral, she said, "I don't know why they send me here just because I became ill yesterday. I get these migraine headaches unexpectedly. I can't help it."

Mrs. Nolan asked, "Do you often suffer from these headaches?"

Mrs. Cart answered, hesitantly, "Not too often, but I get them when I am nervous."

"Mrs. Cart, you do realize, of course, that when you don't finish a test, Dr. Bone can't give you an honest grade in the course."

She very indignantly replied, "Mrs. Nolan, I am an honest, respectable woman. I took the teaching job to help out the school district because they couldn't fill the vacancy. I know my job. I have had nine years of experience in teaching, some full-time and some part-time---when my children were small, of course, and before I was married."

Mrs. Nolan inquired, 'Why did you decide to come to State College for the summer session, and why did you chose the Child Psychology course? You could have made another choice in course work, you know."

"Look here," she snapped back, "I agreed to come to summer school because they wouldn't let me teach unless I acquired a two-year certificate." (The minimum requirement for teaching in rural schools) "They seem to think because other teachers are not capable of handling the job, I wouldn't be able to do so either. Let me tell you! My husband is employed as Loans Manager at Elwood National Bank; I have raised two fine children (a son, age 9, who is in the fifth grade; a daughter, age 15, a sophomore in high school). And I keep a very nice, respectable home." After a long pause, she proceeded, 'We planned and built a beautiful, 3-bedroom home all on my husband's salary. We have a mortgage at the bank where my husband is employed, so we don't have to worry about it. The children are taking music lessons privately. All this I did on John's salary." She twisted the gloves on her hands and then started again, "I merely want to teach a few years because the money would provide greater family security. And," she added, "As to why I chose Child Psychology - well, I know enough about children and people that I feel psychology is my best course."

"You feel that you have had enough experiences with people so that psychology seemed to be an applicable course?" The counselor reflected.

"I know it is," she interrupted, "I have worked as Girl Scout Leader, President of the Ladies Aide Society, Sunday school secretary-treasurer, and I belong to a very exclusive Garden Club. The Garden Club is very close-guarded. We do not allow any women into the club unless they are of HIGH CALIBER."

"Do you find the material in the course pretty much as you had expected it to be?" asked Mrs. Nolan.

"Definitely not, I don't understand what Dr. Bone wants of me. He picks on me all the time as if he thought I didn't know what I was doing." Mrs. Cart said.

Mrs. Nolan inquired, "Is this Child Psychology the only course you are now taking?"

"No, I'm doing a Seminar in Elementary Science. And," she added, "I can't understand why I had to work with these other women, Mrs. Nolan; most of them are so uncouth, so unrefined. I'm telling you this in confidence of course."

"Of course, Mrs. Cart, and how are you doing in the Seminar?"

'We really haven't done much of anything except talk about testing programs, and I have administered the ITED and the Reading Readiness tests to my students; I studied the manual; I'm sure I'll have no trouble with it." As an afterthought she said, "Anyway, those are the only tests required by the school district of which this school is a segment."

After a thoughtful moment she went on to say, "Mrs. Nolan, I am very careful always to choose good, high, intelligent words as I have always done throughout my life." She shifted into a more comfortable position in her chair, and, after almost an hour's session, removed her gloves and started talking about a number of reasons why she had come.

"Mrs. Nolan, I have taught two years and will have to get this work done. You see, I had to be taken to the hospital with these awful migraine headaches last year and by the time I was well again, it was too late to come to last year's summer sessions. So, I'll have to get something out of it this summer if I want to keep my job. These tests! Well, I am just not sure what the professor wants of me. What shall I do next? Do you have any suggestions, Mrs. Nolan?"

"The regular procedure would probably be to ask for a personal conference with your instructor and keep it this time. I understand he made an appointment for you this morning and you didn't show up. Am I correct?"

Mrs. Cart, somewhat fidgety, answered, "Yes, well, by the time I located Dr. Bone's office, it was too late. And, it was time to go to the library study where the group met for a Seminar discussion. We had a very long session. They all seem to think that the one-room rural school should be put under a supervisor-teacher. I think our country schools are still the best grade schools because the teacher knows the people and their problems and the student's needs better than any supervisor-teacher. These schools should be left in the teacher's care. Don't you think so, Mrs. Nolan?"

"I am not familiar with the particular problems the rural schools are faced with. However, I'm sure that you can solve this problem in your psychology class as well as at your school. You seem to be a very intelligent woman; you have lived through many much more difficult experiences. This little incident shouldn't be any problem at all."

Mrs. Cart arose from her chair, slowly and carefully pulled her gloves onto her hands; stroking her hands over her fingers repeatedly. She then picked up her purse ready to leave. She suddenly stuck her hand out to the counselor and said, "Thanks so much. I was beginning to lose confidence in myself. Now, I feel much better." She turned and left immediately.

Discussion Questions

1. What seems to be the relationship between Mrs. Cart and Dr. Bone?
2. What do we know of Mrs. Cart's relationship with the Board of Education?
3. What evidence do we have that Mrs. Cart is afraid of something? What are her fears, if any?
4. What is the relationship between Mrs. Cart and Mrs. Nolan?
5. What help, if any, did Mrs. Nolan give to Mrs. Cart? Why did Mrs. Cart leave so abruptly?
6. What is the relationship between the members of the John Cart family?

APPENDIX IX

Roster of Faculty and Specialized Consultants

Dr. Anna M. Baetjer, Professor of Environmental Medicine, Johns Hopkins School of Public Health, Johns Hopkins University, Baltimore, Maryland.

Miss Ruth L. Bean, Executive Director, Women's Educational and Industrial Union, 264 Boylston Street, Boston, Massachusetts,

Dr. Ralph Bedell, Director, Guidance and Counseling Section, Division of Educational Personnel and Training, Department of Health, Education, and Welfare - Office of Education, Washington, D. C.

Miss Marjorie A. Bell, Bell and Associates, 1101 - 17th Street, N. W., Washington, D. C.

Dr. Eleanor F. Dolan, Director of Research, American Association of University Women Educational Foundation, 2401 Virginia Avenue, N. W. Washington, D. C.

Mr. Ben Eckerson, Chief, Occupational Dictionary and Classification Section, U.S. Employment Service, Department of Labor, Washington, D.C.

Dr. Alberta S. Gilinsky, Associate Professor, Department of Psychology, University of Bridgeport, Bridgeport, Connecticut; Consultant to Institute for Educational Development, New York, New York.

Miss Guin Hall, Deputy Commissioner, Woman's Program, Department of Commerce, 230 Park Avenue, New York, New York.

Dr. Thelma Hunt, Professor of Psychology, George Washington University; Director, Center for Psychological Service, 1835 I Street, N. W., Washington, D. C.

Mrs. Viola Hymes, Chairman, Governor's Commission on the Status of Women, St. Paul, Minnesota.

Dr. Eva Johnson, Associate Professor, Department of Psychology, George Washington University, Washington, D. C.

Mrs. Mary D. Keyserling, Director, Women's Bureau, U. S. Department of Labor, Washington, D. C.

Dr. Virginia R. Kirkbride, Dean of Women and Associate Professor of Educational Psychology, George Washington University, Washington, D. C.

Miss Lianna Larrabee, Assistant Dean, George Washington University, Washington, D. C.

Dr. Ray C. Maul, Assistant Director, Research Division, National Education Association, 1201 16th Street, N. W., Washington, D. C.

Dr. Olive McKay, Staff Associate for Continuing Education, College of General Studies, George Washington University, Washington, D. C.

Mrs. Alice Morrison, Chief, Division of Legislation & Standards, Women's Bureau, U. S. Department of Labor, Washington, D. C.

Dr. Annabelle Motz, Assistant Professor, Department of Sociology, University of Maryland, College Park, Maryland.

Dr. Kate Hevner Mueller, Professor, Higher Education, Indiana University, Bloomington, Indiana.

Mrs. Susan Murray, Assistant Librarian, Charge of Reference, George Washington University, Washington, D. C.

Dr. Ruth H. Osborn, Staff Associate for Continuing Education, George Washington University, Washington, D. C.

Dr. Virginia L. Senders, Associate Director, New England Board of Higher Education, 31 Church Street, Winchester, Massachusetts.

Dr. Frank Sievers, Chief of Guidance & Counseling, U. S. Office of Education, 400 Maryland Avenue, S. W., Washington, D. C.

Dr. Robert C. Snider, Assistant Executive Secretary, Department of Audiovisual Instruction, National Education Association, 1201 16th Street, N. W., Washington, D. C.

Dr. Joseph V. Totaro, Associate Professor of Education and Director, Teacher Placement Bureau, University of Wisconsin, Madison, Wisconsin.

Dr. Ruth Hill Useem, Professor, Department of Sociology, Michigan State University, East Lansing, Michigan.

Dr. John Patrick Walsh, Assistant Manpower Administrator, Office of the Manpower Administrator, U. S. Department of Labor, Washington, D. C.

Miss Martha L. Ware, Assistant Director, Research Division, National Education Association, 1201 16th Street, N. W., Washington, D. C.

Miss Katherine Warren, Dean of Women, Florida State University, Tallahassee, Florida.

Dr. Esther M. Westervelt, Assistant Professor of Education, Teachers College, Columbia University, New York, New York.

Mrs. Marguerite Zapoleon, Economic Consultant, 816 S. E. Riviera Isle, Fort Lauderdale, Florida.

VITA: Dr. Virginia R. Kirkbride

DEGREES HELD

A.B., University of Nebraska
M.A., University of Nebraska
Ed.D., The George Washington University (Educational Psychology)

PRESENT POSITIONS

Dean of Women and Associate Professor of Educational Psychology, The George Washington University, Washington, D. C.

PRIOR ACADEMIC POSTS

Teacher, Hastings (Nebraska) High School, 1941-43
Instructor, University of Nebraska, summer, 1943
Instructor, The George Washington University, 1943-44
Advisor to Girls, The George Washington University, 1944-47
Director of Women's Activities, The George Washington University, 1947-61
Visiting Professor, Indiana University, summer, 1962
Faculty member, AAUW Adult Counseling Program, summer, 1965

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Psychological Association, 1961--
  Division of Counseling Association, 1963--
American Personnel and Guidance Association, 1956--
American College Personnel Association, 1956--
  Commission on Research, 1962
D. C. Personnel and Guidance Association 1960--
National Education Association 1955
National Association of Women Deans and Counselors
  Executive Board Headquarters Consultant, 1954--
Regional Association of Women Deans and Counselors, President, 1958-59
Mortar Board
Men in Science
Who's Who of American Women

PUBLICATIONS

"Group Approaches to Student Personnel Services in Higher Education," *Journal of American College Personnel*, Fall, 1959.

"Group Approaches to Student Personnel Services in Higher Education," *Journal of the National Association of Women Deans and Counselors*, April, 1961.

"The Role of Mortar Board on Today's Campus," *Mortar Board Quarterly*, April, 1963.

VITA: Dr. Kate Hevner Mueller

DEGREES HELD

A.B., Wilson College
M.A., Columbia University
Ph.D., University of Chicago (Psychology)
D. Sc.,Wilson College, 1953
L.H.D.,Mills College, 1963

PRESENT POSITION

Professor of Higher Education, Indiana University, Bloomington, Indiana

PRIOR ACADEMIC POSTS

Instructor, Psychology, Wilson College, 1923-26
Fellow, University of Chicago, 1926-28
Assistant Professor, Psychology, University of Minnesota, 1928-35
Associate in Research, Carnegie Foundation, University of Oregon, 1932-33
Dean of Women, Indiana University, 1938-48
Educational Adviser for Women, 1948-49
Associate Professor, Education, 1949-52, Professor, 1953
Visiting Professor, Pennsylvania State College, Summer, 1949
Consultant, Personnel Committee, American Council on Education, 1946-50
Associate in Student Counseling, Hazen Foundation, 1949-53
Specialist, State Department, High Commissioner for Germany, Women's Affairs, Frankfurt, Germany, Summer, 1951
Visiting Professor, Oregon State College, Summer, 1958

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Psychological Association, Fellow, Diplomate in Counseling, Secretary, Esthetics Division, 1949-51, President 1951-52, Member of National Council, 1950-52 and 1954-56
National Association of Deans of Women, Chairman, University Section, 1943-45, Associate Editor, Journal, 1949-59, Editor, 1960-
Indiana State Deans, President, 1942-43
American College Personnel and Guidance Association, Advisory Council, 1952-54
Music Teachers' National Association, Research Committee for Psychology of Music
American Society for Aesthetics (Charter Member)
Indiana Association of Clinical and Applied Psychologists, Vice-President, 1947-49
Association for Higher Education, Member Executive Board, 1960-64
Phi Beta Kappa; Sigma Xi; Mortar Baord; Who's Who of American Women, etc...

PUBLICATIONS

Educating Women for a Changing World, '54; An Outline of Psychology, '34; Music Appreciation and Tests for Music Appreciation, '34; Trends in Musical Taste, '41, with John H. Mueller; Counseling for Mental Health, '46; Student Personnel Work in Higher Education, '61.

VITA: Mrs. Marguerite W. Zapoleon

DEGREES HELD

B.A., 1928, University of Cincinnati
M.A., 1938, American University
Other Post-graduate work: Geneva School of International Studies, New York School of Social Work, London School of Economics and Political Science

PRESENT POSITION

Economic Consultant

PRIOR POSITIONS

Vocational Counselor, Cincinnati Public Schools, 1929-35
Chief, Counseling Division, D. C. Employment Center, 1935-39
Specialist, Occupational Information and Guidance Service, U. S. Office of Education, 1939-43
Training Specialist, Army Headquarters Service Force, 1943-44
Chief, Employment Opportunities Branch, Women's Bureau, 1944-51
Special Assistant, Occupational Outlook Service, Bureau of Labor Statistics, 1951-55
Special Assistant to the Director, Women's Bureau, 1955-59

ACADEMIC EXPERIENCE

Visiting lecturer at many university graduate workshops, and full responsibility for:

University of Maryland - Field course in Occupations- summer, 1940
Columbia University Teachers College - Seminar on Job Market and Occupational Trends- summer, 1948
University of Miami - Graduate course in Educational & Occupational Information, 1959
University of South Carolina - Advanced Counseling Techniques for Employment Counselors - summer, 1960

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association for the Advancement of Science
American Economic Association
American Educational Research Association
American Personnel and Guidance Association (Delegate Assembly, 1951-60
American Statistical Association
Associated Appraisers of Earning Capacity (Advisory Committee)
Industrial Relations Research Association
International Platform Association
National Association of Women Deans and Counselors
National League of American Pen Women
National Vocational Guidance Association (Trustee, 1945-51: Editor, Quarterly 1953-54)

PUBLICATIONS

Numerous Federal government and professional organization publications, and:
The College Girl Looks Ahead to Her Career Opportunities, 1956
Occupational Planning for Women, 1961
Girls and Their Futures, 1963

FOR FURTHER DETAIL, SEE:

Who's Who of American Women
Handbook of American Economic Association

VITA: Dr. Eleanor F. Dolan

DEGREES HELD

B.A., Wellesley College
M.A., Radcliffe College
Ph.D., Radcliffe College (Government), 1935

PRESENT POSITION

Director of Research, American Association of University Women Educational Foundation, Washington, D. C.

PRIOR ACADEMIC POSTS

Research and secretarial, government, Harvard University, 1935-38
Assistant Professor, Government, State College for Women, Tallahassee, Florida, 1938-39
Instructor in Government, New York University, 1939-41
Professor of Government and
Dean, Flora Stone Mather College, Western Reserve University, 1941-50
Staff Associate in Higher Education, AAUW, 1950--
Director of Research, AAUW, 1961--

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association of University Women
American Political Science Association
National Association of Women Deans and Counselors
Association for Higher Education
Phi Beta Kappa, Delta Kappa Gamma, Who's Who of American Women

PUBLICATIONS

"Higher Education for Women: Time for Reappraisal," Higher Education, September 1963.
"Antinepotism Rules in American Colleges and Universities," The Educational Record, October 1960.
"Educated Women: A Mid-Century Evaluation," Educational Forum, January 1955.
Counseling Techniques for Mature Women, co-author; in progress.

APPENDIX X

Roster of Participants and Biographies

Written by Themselves

Roberta J. Barnes (Miss)
70 Barker Circle
Reno, Nevada

At the time I applied for the AAUW Adult Counselor Program I was completing my sixth year as assistant dean of women and women's counselor at the University of Nevada, Reno, Nevada. My preparation for student personnel administration includes a Bachelor of Science in Business Administration from the University of California at Berkeley in 1955 and a Master of Arts in Counseling and Guidance from the University of New Mexico in 1958. While attending the University of New Mexico I was employed as a residence hall counselor. After completing the work for the Master's degree, I was employed as a teacher and dean of girls in a junior-senior high school.

My work with university women at the University of Nevada stimulated my interest in the Adult Counselor Program. An increasingly large percentage of our women students are adults who wish to begin or resume work on a college degree. It seemed very important that a member of our staff obtain special training in the area of adult counseling.

Member: Pi Lambda Theta; Phi Chi Theta; California Association of Women Deans & Vice Principals; NAWDC; APGA; AAUW.

Alma F. Biggers (Mrs.)
2402 Chalmers Street
Durham, North Carolina

One year, Y.W.C.A. Youth Programs; three years, children's librarian; six months, office clerk; twenty years, Employment Security Office; one year, English teacher; two years, college counselor. Received A.B. degree in English, 1936, North Carolina College; M.A., 1965, Guidance.

Extra-curricular activities: Chairman, Christian Board of Education at my church; youth choir director for seven years; Sunday School superintendent and teacher; yearbook staff advisor for two years; advisor, undergraduate chapter of Alpha Kappa Alpha Sorority (received scholarship from this same graduate sorority for my undergraduate study).

Member: ACPA; APGA; NCPA; NEA; National Council of Teachers of English; National Congress of Parents & Teachers.

Sarah Mottram Borneman (Mrs. Louis W.)
Director, Poppenhusen Institute
114-04 14th Road
College Point, New York 11356

Five years ago the Board of Control of Poppenhusen Institute, an adult evening school established in 1868, asked me to take the position as first woman director because of my active volunteer work in community organizations such as AAUW and the Flushing Council of Women's Organizations. It had been 20 years since I had received a pay check. Offering self-improvement and preoccupational courses, the Institute had been instrumental in the retraining and reemployment of the employees of a local factory which had relocated in New Jersey. Although not a trained counselor, an important part of my work is giving educational and occupational information and encouragement to older women who turn to the Institute for training, retreading and refresher work for reentry into the job market. We maintain a free placement service and it gives me great satisfaction to see these timid women reach the stage where they have acquired a marketable skill and enough self-confidence to get a job.

My undergraduate major in psychology and minor in economics is now being updated and supplemented with graduate work towards an MA degree in the Administration of Adult Education at Teachers College, Columbia University.

Member: Phi Beta Kappa; AEA; American Association of Local & State History; AAUW; Director, Queensboro Council for Social Welfare; President, William Smith College Alumnae Association; National Association for Public School Adult Education.

Virginia Bullard (Miss)
70 Revere Street
Boston, Massachusetts 02114

B.S. in Psychology, Jackson College(Tufts University). Graduate work in Psychology at Tufts University. Presently I am Director, Programs for Adult Women at Northeastern University while completing M.Ed. in Counseling. Varied background in human engineering research, industrial public relations and advertising, and modern dance before entering the field of Continuing Education for Women.

Member: AAUW; Business & Professional Women's Club; Pan American Society of New England.

Lillian E. Cofell (Mrs.)
818 East Lieg Avenue
Shawano, Wisconsin

B.S., 1955, Ellendale State Teachers College--now, University of North Dakota EC, majors: English, Business Administration, & Education; minor in Social Science. Special Certificate, 1959, Northwestern University Graduate Division, Secretarial Science. M.A., 1961, Northern State Teachers College, Counseling & Guidance, and 1963 Practicum in Personal Counseling-4 Credits. I am presently Counselor, Shawano Senior High School. Other work experience: Department supervisor, North American Creamery Company; Dean of Women & Student Welfare, North Dakota State School of Forestry; Teacher, Teacher-Counselor, Guidance Director to full-time Counselor (in ten years' time). Volunteer work included: Home Extension, Red Cross, U.S.O. Hostess during W.W. II, Committee Woman for 18 years

Motivating interest in ACP: I married a farmer and had five children early in my life. When I no longer had pre-school children, I felt the need for personal fulfillment and set out confidently to look for work. I had some rather shocking experiences: I was openly laughed at because I had "The audacity to think I could do anything but farm house work and chores."

I blundered about a good deal before I found anyone who would give me the opportunity to try myself---it was a long, hard road: I worked 8 years for less-than-minimum wages; I entered college where first of all I had to make up high school courses, some of which I had not completed by correspondence.

Throughout all these heart-breaking years, I felt sure there should be some one to whom one could turn for counseling and guidance. When this Adult Counseling Program was offered, I hoped that from my experiences I might, perhaps, be able to make a worthwhile contribution.

Member: American Association of Deans & Counselors; APGA; AVGA; NEA; American Writers & Literary Association; VFW.

Arline L. Coopersmith (Mrs.)
7777 Maple Avenue
Takoma Park, Maryland

A.B., 1942, New York University; L.L.B., 1943, New York University; L.L.B., 1951, Tulane University; 6 points of M.Ed.; one year toward Doctorate in Law, New York University; Honorable discharge, Women's Army Corps, 1946.

Supervising Counselor-in-Charge of Employment Component, Neighborhood Development Center #3, United Planning Organization, Washington, D.C., 1965 to present; Probation Officer, Adult Criminal Males, Burlington, New Jersey; Field Representative, American Friends Service Committee, Philadelphia; Substitute Teacher, Secondary Schools, New Jersey.

Ruth Cummings (Mrs.)
200 E. 58th Street
New York, New York 10022

Graduate from Simmons College (Boston, Mass.), B.S., 1934; Business Administration. Twenty years' experience as secretary, assistant sales manager and assistant market researcher in the oil, textile and chemical industries. Graduate studies in Industrial Psychology at City College of New York (Bernard Baruch School), 29 credits; and Columbia University, M.A., 1965, Vocational Counseling. Employment in the field of Psychology: Psychometrist and Counselor, Hunter College, 1964-65; Research Assistant on a private project for the "Evaluation of Rehabilitation Facilities for Disabled Veterans" (sponsored by the 52 Association), 1965.

Catherine S. Cutler (Mrs.)
33 Grove Street
Bangor, Maine 04401

Both my B.A. and M.A. degrees from Wellesley College were in Economics. My longest paid work experience was from 1942 to 1945 as an Economist with the National War Labor Board in Washington, D.C.

For the past twenty years I have lived in Bangor, Maine, where my husband is a practicing physician. We have three sons, all in school or college.

I have been an "administrative" volunteer in a variety of social agencies in Bangor and in Maine. In addition to working on boards and committees concerned with personnel, finance, and the gamut of agency management, I have participated in the planning and organization of such new community services as a mental health clinic and a homemaker service.

It has become increasingly difficult to find competent people to fill all sorts of jobs in social welfare, schools, and business. At the same time many women I know are expressing an interest in returning to jobs but are frustrated by a lack of counseling and informational service to help them plan a program of training. I saw the AAUW Adult Counselor Program as an opportunity to acquire the background and skill I would need in order to help establish a service that would bridge the gap between the needs of mature woman and the opportunities for employment, volunteer work and continuing education which I knew existed in Maine.

Lura Lee Herzog (Mrs.)
401 Radcliffe Drive
Newark, Delaware 19711

With encouragement from my husband (a civil engineer for the Du Pont Company), I returned to school to pursue a master's degree in counseling---soon to find that his inspiration and facilitation were the greatest assets available. Experiences at two universities, where scheduling problems were difficult and counseling opportunities minimal, directed my interests toward special services for the "adult woman" who seeks further education. During 1964, I learned of a survey of just such needs being made by the University of Delaware Committee for Continuing Education, and requested permission to use their materials for a series of papers. It was this research which led to my application for the Adult Counselor Program.

Good evidence that the adult woman CAN proceed into educational and work "worlds" after a two-year teaching encounter and thirteen years as homemaker might be my six-year experience at the project. During that time our family was transferred from South Carolina to Delaware, and our two older children (8 and 12) were joined by a baby brother (now 2). These family "hiatuses" were just that, and did not deter any of our joint plans for mother to receive the master's degree from the University of Delaware in 1966. Participation in Mental Health Association activities, as board member for two AAUW branches, member of the Governor's Commission on the Status of Women, and as youth advisor for my church over these years has actively enhanced my interest in the counseling process.

Member: Pi Lambda Theta; Phi Sigma Chi; Panhellenic Council; Kappa Delta Sorority alumnae.

Sadie G. Higgins (Miss)
7721 Eastern Avenue
Takoma Park, Maryland 20012

B.S. and M.A. at University of Minnesota in combined fields of Business, Education, and Ed. Psychology. Presently part-time counselor, Poolesville High School, Poolesville, Maryland. "Grew-up" with Montgomery Junior College, established 1946, responsible for student personnel there. 1923-30's, teaching business subjects in high school, and teaching grade school: 1942-46, teaching, working in government.

Member: AAUW; League of Women Voters; APGA; ACPA; American School Counselors Association; National Vocational Guidance Association; Montgomery County Education Association.

Wandalyn A. Hiltunen (Mrs.)
5821 View Circle
Huntington Beach, California

Received B.A. degree from the University of Minnesota, with majors in sociology and psychology. From Indiana University received the M.S. degree in Guidance and Counseling. Additional graduate study (24 hours) Syracuse University and University of Michigan.

Formerly counselor at Louisiana State University in New Orleans, but accepted new position as Instructor in Psychology and Counselor, Orange Coast College, Costa Mesa, California, September 1965.

Previous experience includes high school teaching and counseling, university counseling, and personnel administration. Counseling of adults, especially women, developed as the needs of this group became apparent. Related research paper published.

Member: APGA, NAWDC.

Cherrye S. Lucas (Mrs.)
Quarters 23, Ft. Hayes
Columbus, Ohio 43215

I am Mrs. John D. Lucas from Columbus, Ohio. My husband is a career Army Officer whom I married twenty-five years ago. We have two children, a son twenty-two years old who is now in the Army, and a younger son who is completing his last year of high school.

At the time I was selected to participate in the Adult Counseling Program, I was employed as a part-time instructor of English at Ohio University, Athens, Ohio. I had already accepted a position as Counselor in the College of Education at Ohio State University, but deferred my beginning of duties until September in order to accept the award.

My studies leading to a Bachelor of Arts in Education were completed in 1945 at East Central State College, Ada, Oklahoma. I was issued a life certificate to teach speech and English, grades 7-12 and have taught intermittently in elementary and secondary schools both here and in Europe.

In 1962 I completed my studies for a master's degree in Guidance and Counseling at Ohio University, Athens, Ohio. Here I accepted a position on the staff as a part-time instructor of English. With my husband's transfer to Columbus, Ohio, I have accepted a new position, that of Counselor in the College of Education at Ohio State University.

My interest in counseling adult women evolved from my awareness of their problems in a classroom, geared to the needs of youngsters, and from my studies in the field of guidance and counseling. Also, my interest is largely due to the empathy I feel for women who want to achieve, who frequently have not had an opportunity to think of their personal aspirations until they have reached their middle years, and who for varied reasons have had little continuity in regard to a career or academic opportunities.

Evelyn R. Marshall (Mrs.)
3816 26th Street, N.E.
Washington, D. C. 20018

I am a product of the public schools of the District of Columbia; happily married and the mother of a teen age (16 years) son.

My undergraduate work was done at the Ohio State University from which I received a Bachelor of Science degree in Home Economics Education. During the past year I have been enrolled as a part-time student at the George Washington University. I am hoping to complete my studies in the fall and receive a M.A. in Education in the field of Guidance.

Volunteer and community services have included work with all ages. I have worked as Den Mother in the Boy Scouts, member of the leaders training committee of the Scouts, teacher of unwed mothers at the Whipper Home for Unwed Mothers, teen work with my sorority, Alpha Kappa Alpha, member of the board of my church, Michigan Park Christian Church.

I have, in addition to the above named things, been employed in the public schools of the District for fourteen years.

Lorena R. Matson (Miss)
349 Liberty Street
San Francisco, California

I received a B.A. in Sociology, with a minor in Psychology, from Brigham Young University in 1960.

My primary work experience since that time has been with the California State Employment Service as an Employment Placement Interviewer. My present work assignment is with Project 60, a demonstration and research project to develop training and placement for workers 60 years of age and over, or if work is not what they are seeking to assist them in whatever area they need help. The services offered are mental and physical health screening, training, social casework service, job development and placement, referrals to other community agencies, and employment counseling.

Prior to this employment, I have worked as a Case Aide in a children's hospital, as a placement interviewer in a private employment agency, and as a counselor with the Girl Scouts of America.

I have had volunteer work experience through church leadership activities, through political groups prior to state employment, and through leadership activities in the International Association of Personnel in Employment Security.

Member: The International Association of Personnel in Employment Security.

Celess McLester (Miss)
7641 Curtis
Detroit, Michigan 48221

Training and background: B.A. degree from Bennett College in Greensboro, North Carolina; M.Mus. in Music Education from University of Michigan; M.A. in education, specializing in counseling and guidance from University of Michigan.

All my professional work experience has been in the field of music; having taught music in elementary and junior high schools. At the time I applied for the Adult Counselor Program I was a candidate for a degree in counseling and guidance.

Ruth B. Nelson (Mrs.)
2312 Glasgow Road
Alexandria, Virginia

Chairman, Home Economics Department, Groveton High School (a Fairfax County school), Alexandria, Virginia.

Since graduating from Iowa State University in 1941, I have taken "available" jobs as I "followed" my husband. This includes teaching science courses, home economics, English (both in high school and to Turkish adults), fourth grade, and working as an assistant cafeteria supervisor for the Fairfax County School Lunch program (which means working with adult women).

My husband's career in educational psychology (guidance and counseling research) has given me an opportunity to learn to know well some of the "pioneers" in this field. Being "research assistant" to him as he obtained his Ph.D. was an informal course in counseling (and testing), statistics, and psychology. Applying home economics and psychology to the rearing of our two children is my most important job---and contribution to society.

Member: American Home Economics Association; American Vocational Association; NEA.

Helen S. Prociuk (Mrs.)
50 East 76th Street
New York, New York 10021

I came to the United States from Europe via Australia in 1957. I obtained an M.S. at the University of North Carolina, Chapel Hill, North Carolina in 1961, majoring in Personnel.

In Australia, I worked actively with immigrants helping the newcomers in settling down in the new country serving as liason between migrant groups and Australian Government. I have been active in women's organizations and have been attending their international conferences.

I live with my husband in New York and I am currently employed as vocational counselor with J.O.I.N. (Job Orientation in Neighborhoods), an Office of Economic Opportunity project. I plan to specialize in vocational counseling of mature women.

Member: A.P.G.A.; Alumni Association University of North Carolina;
International Alliance of Women, Washington, D.C;
World Federation of Ukrainian Women's Associations, Philadelphia;
Ukrainian National Women's League, New York, New York.

Marjorie Rust (Miss)
Rt. 2, Box 785 N
Golden, Colorado

B.S. 1951, Health, Physical Education and Recreation, Oklahoma State University; master of Personnel Services, 1964, University of Colorado, (interdisciplinary degree in business, economics, sociology, psychology and education as related to counseling). Post graduate work at C.U. in Sociology.

Work Experience: Taught P.E. in college, public school and Y.W.C.A. While Health Education Director for Y.W.C.A.,I was offered a position as a Program Director with the Special Services branch of the Air Force. This took me to Europe and Saudi Arabia during four years of service. Returned to the University of Colorado to work on a master's degree, and during that summer was advisor to graduate women. I then became a state rehabilitation counselor for delinquent boys. This lead to an opportunity to devise a vocational program for brain-damaged youngsters in a private institution. All of these experiences showed me that women of today bear much of the responsibility for happenings in the home and community and that many of them find this extremely difficult. It seemed that in their attempts to cope with these responsibilities too many of them do not know where to turn for help and such help is not always available.

Member: APGA; CEA; NEA.

Jane A. Spanel (Mrs.),
854 Louise Circle
Durham, North Carolina

Master's degree candidate at The University of North Carolina.

As a returnee to graduate school, I became particularly interested in the problems, goals, and guidance needs of mature women. Having served on the Education Committee of the North Carolina Governor's Commission on the Status of Women increased my awareness of educational and vocational needs of women over thirty.

Member: Associate Alumnae of Vassar College; Bryn Mawr College Alumnae Association; Y.W.C.A.

Mable L. Thomson (Mrs.)
1755 S.W. Hicrest
Portland, Oregon 97225

Riley and I have a daughter, Marilyn, a graduate of Stanford, who lives with her son and husband, who is a doctor in the physics department at UCLA. Our son will receive a B.S. from the University of Oregon this year. I have been a teacher/counselor in the Portland Public Schools for ten years. I received a B.S. in 1954 from Southern Oregon College and a master's in Education from Oregon State University in 1960. I have taken about 45 hours in psychology, guidance, special education, and human relations since my last degree.

I am especially interested in becoming a specialized counselor for mature women because I am a returnee to the career world myself. To me it is a human renewal without destroying the old being. As I have visited many homes I have realized that many mothers need a place to survey, discuss and plan their future after the children have gone. Our longer life span seems to demand continual education as well as continual counseling.

At Portland Community College I hope to aid in setting up a Counseling Center for the mature woman.

Member: Kappa Delta Pi; ASCD; CEC; NEA; PARC.

APPENDIX XI

Roster of Organizations Providing Observation Experiences

Alumnae Advisory Center, Inc., New York, New York: Miss Alice Gore King, Executive Director.

Baltimore City Public Schools, Baltimore, Maryland: Dr. Herbert J. Stern, Director, Division of Guidance and Placement; Dr. Dorothy Speer, Counselor for Adults, Division of Guidance and Placement.

Bell and Associates, Washington, D C : Miss Marjorie Bell.

Family and Child Services of the District of Columbia, Washington, D. C.: Miss Margaret Hartson, Assistant Director; Mrs. Dorothy Conrady, Caseworker.

Family Service of Prince George's County, Inc., Hyattsville, Maryland: Mr. Nathan S. Nackman, Executive Director; Mr. Riaz Ahmad.

Gales Clinic, Department of Public Health, Washington, D. C.: Dr. Roselyn P. Eppes, Director.

George Washington University, Washington, D. C., College of General Studies: Dr. Olive McKay, former Staff Associate; Dr. Ruth Osborn, Staff Associate for Continuing Education.

Georgetown University Medical School, Children's Diagnostic Center, Washington, D. C.: Dr. Katerina Haka, Director.

Goucher College, Baltimore, Maryland: Miss Dorothy L. Arnold, Director, Vocational Bureau.

Montgomery Junior College, Takoma Park, Maryland: Dr. George Erbstein, Dean.

National Board of the Young Women's Christian Association of the U. S. A., New York, New York: Mrs. Laura C. Gardner, Special Project Consultant, Bureau of Personnel and Training.

National Business League, Washington D. C.: Mr. Berkeley Burrell, President.

New Jersey Reformatory for Males, Bordentown, New Jersey: Mr. Albert Elias, Acting Superintendent; Dr. Ira Mintz, Chief Psychologist.

New York State Department of Commerce, Woman's Program, New York, New York: Miss Guin Hall, Deputy Commissioner.

New York State Employment Service, Office Personnel Placement Center, New York, New York: Miss Lucile S. O'Connor, New York City Placement Director; Miss Katharine Davis, Manager; Mr. Herbert Lieberman, Commercial Office, Older Worker Division Manager.

Office of Economic Opportunity, Washington, D. C.: Mr. Thomas A. Gee, Assistant to the Executive Secretary.

Richmond Professional Institute, Richmond, Virginia: Dr Walter R. Parker, Jr., Director, Academic Guidance Services; Dr. George Oliver.

Roosevelt University, Chicago, Illinois, The Discovery Program for Women: Mrs. Esther Kagan, Instructor.

Towson State College, Baltimore, Maryland: Dr. Orrielle Murphy, Dean of Students; Miss Mary Lee Farlow, Director of Residence Halls.

United Planning Organization, Washington, D. C.: Miss Carole Owens, Director, "Newcomers Program"; Mrs. Ruby Evans, Employment Specialist, Neighborhood Development Center No. 1.

United Planning Organization, Washington, D. C.: Mr. James Banks, Director; Mr. James Gibson. Neighborhood Development Center No. 2, Mrs. Ann Reid.

United States Employment Service for the District of Columbia, Washington, D. C.: Mr. Fred Z. Hetzel, Director; Miss Katherine Fox, Assistant Director, Professional and Commercial Operations.

University of Chicago, Chicago, Illinois, The Program for the Continuing Education of Women: Mrs. Mary Satinover, Director.

University of Maryland, College Park, Maryland: Dr. Thomas Magoon, Director; Dr. Margaret Bott, Counseling Center.

University of Michigan, Ann Arbor, Michigan, Center for the Continuing Education of Women: Mrs. Jean Campbell, Director; Mrs. Helen Tanner, Assistant Director; Mrs. Georgia Watermulder, Secretary.

University of Pennsylvania, Philadelphia, Pennsylvania: Mrs. Virginia Henderson, Director, Programs for Adult Women, College of Liberal Arts for Women.

Vocational Guidance and Rehabilitation Services, Cleveland, Ohio: Mrs. Olive Banister, Executive Director; Mrs. Charles Dunker, Associate Director.

Washington Urban League, Washington, D. C.: Miss Marjorie Taylor.

APPENDIX XII

Roster of Those Offering Special Service to the Program

Interviewers

Mrs. Ralph Alspaugh, 212 South Warren Avenue, Big Rapids, Michigan.
Mrs. D. Gould Bowley, 3946 19th Street, San Francisco, California.
Dr. Marna V. Brady, Dean of Women, University of Florida, Gainesville, Florida.
Dr. R. Jean Brownlee, Dean, College of Liberal Arts for Women, University of Pennsylvania, Philadelphia 4, Pennsylvania.
Miss Nancy Burge, Librarian, University of South Carolina, Columbia, South Carolina.
Mrs. Leonard E. Campbell, Nebraska State Education Association, 605 South 14th Street, Lincoln 8, Nebraska.
Dr. Katharine Cater, Dean of Women, Auburn University, Auburn, Alabama.
Mrs. Madeline H. Codding, Women's Bureau Regional Director, U. S. Department of Labor, 450 Golden Gate Avenue, Box 36017, San Francisco, California.
Dr. Bessie Collins, Dean of Women, University of Delaware, Newark, Delaware.
Mrs. Christine Conaway, Dean of Women, Ohio State University, Columbus, Ohio.
Mrs. Bessie M. Ebaugh, Dean of Women, University of Houston, Houston 4, Texas.
Mrs. H. H. Ferguson, 246 Hartert Drive, Idaho Falls, Idaho.
Dr. Elizabeth Geen, Dean, Goucher College, Towson, Baltimore 4, Maryland.
Mrs. Howard B. Green, 555 Hupp Cross Road, Birmingham, Michigan.
Mrs. Charles Harter, Box 286, Canyon, Texas
Mrs. William Haupt, 546 North Mariposa Avenue, Los Angeles, California.
Dr. Eunice Hilton, Professor of Education, University of Denver, Denver 10, Colorado.
Mrs. Gilbert Hollingsworth, Jr., 307 W. Glenwood Drive, Birmingham, Alabama.
Dr. Brahna C. Hutchins, Associate Dean of Students, Hofstra University, Hempstead, Long Island, New York.
Miss Helen E. Kean, Dean of Women, University of Detroit, Detroit 21, Michigan.
Dr. Virginia R. Kirkbride, Dean of Women, George Washington University, Washington, D. C.
Dr. Patricia F. Lanier, 424 Lincoln Street, Kewaunee, Wisconsin.
Dr. Iona R. Logie, 1835 Vallejo Street, San Francisco, California.
Mrs. L. D. Melton, Dean of Women, Oklahoma City University, Oklahoma City, Oklahoma.
Mrs. May Miller, 1198 Delores Street, San Francisco, California.
Dr. Kate Hevner Mueller, Professor of Higher Education, Indiana University, Bloomington, Indiana.
Mrs. William Nash, 410 Fairfax Street, Little Rock, Arkansas.
Dr. Catherine G. Nicols, 133 West Palmcroft Drive, Tempe, Arizona.
Mrs. Miller A. F. Ritchie, 1221 Birch Street, Forest Grove, Oregon.
Dr. Oreen Ruedi, 731 East Walnut, Apt. 6, Springfield, Missouri.

Mrs. D. H. Runck, 19729 Murray Hill, Detroit 35, Michigan.
Miss Jeannette Scudder, Dean of Women, S.U.N.Y. at Buffalo, Buffalo 14, New York.
Dr. Virginia L. Senders, Staff Associate, New England Board of Higher Education, 31 Church Street, Winchester, Massachusetts.
Dr. Marion C. Sheridan, 1057 Whitney Avenue, Hamden, Connecticut.
Mrs. Richard J. Siewers, 206 Ward Street, Seattle, Washington.
Dr. Nola Stark-Cavette, Dean of Women, University of California, Los Angeles, California.
Dr. Dorothy Strawn, Dean of Women, University of Washington, Seattle, Washington.
Dr. Leslie Syron, Department of Sociology, Meredith College, Raleigh, North Carolina.
Miss Agnes Tandberg, Dean of Women, University of Illinois at Chicago Circle, Chicago, Illinois.
Miss Henrietta M. Thompson, Box 1983, University, Alabama.
Mrs. Douglas Tomkies, 166 Woodland Drive, Huntington, West Virginia.
Miss Katherine Warren, Dean of Women, Florida State University, Tallahassee, Florida.
Mrs. Thomas White, 509 Avenue C, Boulder City, Nevada.
Dr. Ivah O. Wilber, Dean of Women, University of Southern Mississippi, Hattiesburg, Mississippi.

U. S. Department of Labor

Mrs. Esther Peterson, Assistant Secretary of Labor.
Mrs. Mary S. Resh, Deputy Assistant Manpower Administrator.
Miss Mary Leach, Administrative Assistant to Mrs. Esther Peterson.
Miss Margaret Brickett, Librarian.
Miss Anna Belle Winter, Assistant Librarian.

Office of Manpower, Automation and Training

Mr. Roger Bowlby, formerly with OMAT.
Miss Bella Schwartz, Labor Economist, Office of Director, OMPER.
Mr. William Paschell, Chief, Division of Special Manpower Problems, OMPER.
Miss Maxine Frosh, Counselor, United States Employment Service.
Mrs. Ruth Maitland, formerly with OMAT.

Women's Bureau

Mrs. Mary N. Hilton, Deputy Director.
Miss Jean A. Wells, Special Assistant to the Director.
Miss Eleanor M. Coakley, Division of Information and Publications.
Mrs. Alice Morrison, formerly Chief, Legislative Standards Division.

George Washington University

Dr. John Anthony Brown, Dean of Faculties.
Dr. Harold Bright, Associate Dean of Faculties.
Miss Rosemary Lafferty, Administrative Assistant, Office of the Dean of Women.
Mr. James Holmes, Admissions Counselor.

Women Panelists

Mrs. Mary Broad, 7105 Oakridge Avenue, Chevy Chase, Maryland.
Mrs. Susan Christen, 3445 North Roberts Lane, Arlington, Virginia.
Mrs. Betty Finlayson, 5306 Heming Avenue, North Springfield, Virginia.
Mrs. Betsy Knight, 6804 Tulip Hill Terrace, Tulip Hill, Maryland.
Mrs. Kay Kronemyer, 845 Northampton Drive, Silver Spring, Maryland.
Mrs. Eileen Weisiger, 216 Daleview Drive, McLean, Virginia.

American Personnel and Guidance Association

Dr. Arthur A. Hitchcock, Executive Director.
Dr. Carl McDaniels, formerly with APGA.
Miss Laura Mae Kress, Specialist for Professional Information.

National Education Association

Mrs. Frances H. Reynolds, Librarian.

District of Columbia Public Library

Mrs. Catherine M. Houck, Associate Director.
Miss Emily Reed, formerly Consultant in Adult Education.

AAUW

Staff Members.

APPENDIX XIII

Roster of Associations

From Which Special Study Material Was Requested

Educational Organizations

Adult Education Association of the U.S.A., 743 N. Wabash Avenue, Chicago 11, Illinois.
Altrusa International, 332 South Michigan Avenue, Chicago, Illinois.
Alumnae Advisory Center, 541 Madison Avenue, New York, New York 10022 .
American Alumni Council, 1707 N Street, N. W., Washington 6, D. C.
American Association of Colleges for Teacher Education, 1201 16th Street, N. W., Washington, D. C. 20036.
American Association of Collegiate Registrars and Admissions Officers, Ohio University, Athens, Ohio.
American Association of Collegiate Schools of Business, 101 North Skinker Boulevard, Station 24, St. Louis, Missouri 63130.
American Association of Junior Colleges, 1315 16th Street, Washington, D.C.
American Association of Theological Schools, 934 Third National Building, Dayton, Ohio 45402.
American Council of Learned Societies, 345 East 46th Street, New York, New York 10017.
American Council on Education, 1785 Massachusetts Avenue, N. W., Washington, D. C. 20036.
American Council on Education for Journalism, Ernie Pyle Hall, Bloomington, Indiana 47405.
American Personnel and Guidance Association, 1605 New Hampshire Avenue, N. W., Washington, D. C. 20009.
American Vocational Association, Inc., 1025 15th Street, N. W. Washington, D. C. 20005.
Association for Higher Education of the NEA, 1201 16th Street, N. W. Washington, D. C. 20036.
Association for Supervision and Curriculum Development, NEA, 1201 16th Street, Washington, D. C. 20036.
Association of American Colleges, 1818 R Street, N. W., Washington 9, D.C.
Association of College Admissions Counselors, 610 Church Street, Evanston, Illinois.
Association of Governing Boards of Universities and Colleges, 1785 Massachusetts Avenue, N. W., Washington, D. C.
Association of Junior Leagues of America, The Waldorf-Astoria Hotel, New York, New York.
Association of State Colleges and Universities, 1785 Massachusetts Avenue, N. W., Washington 36, D. C.
Association of State Universities and Land-Grant Colleges, 1785 Massachusetts Avenue, N. W., Washington 36, D. C.

Association of University Evening Colleges, University of Oklahoma, 1700 Asp, Norman, Oklahoma 73069.

Association of Urban Universities, c/o Norman P. Auburn, University of Akron, Akron 4, Ohio.

B'nai B'rith Women, 1640 Rhode Island Avenue, N. W., Washington, D. C.

Center for the Study of Liberal Education for Adults, 138 Mountfort Street, Brookline, Massachusetts. 02146.

College and University Personnel Association, 605 South Goodwin, Urbana, Illinois.

College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027.

Committee on Institutional Cooperation, 540 Northwestern Avenue, Purdue University, West Lafayette, Indiana 47907.

Council of Graduate Schools in the United States, 1785 Massachusetts Avenue, N. W., Washington, D. C. 20036.

Education Council of the Graphic Arts Industry, 1411 K Street, N. W., Washington, D. C. 20005.

Educational Testing Service, Rosedale Road, Princeton, New Jersey.

Engineers Council for Professional Development, 345 East 47th Street, New York, New York 10017.

General Federation of Women's Clubs, 1734 N Street, N. W., Washington, D. C. 20036.

League of Women Voters of the United States, 1026 17th Street, N. W., Washington, D. C. 20036.

Lutheran Church Women, 2900 Queen Lane, Philadelphia 29, Pennsylvania.

Lutheran Deaconess Association, 3714 South Hanna Street, Fort Wayne, Indiana 46806.

National Aerospace Education Council, 1025 Connecticut Avenue, N. W., Washington, D. C. 20036.

National Architectural Accrediting Board, 521 18th Street, N. W. Washington, D. C. 20006.

National Association for Physical Education of College Women, University of North Dakota, Fargo, North Dakota.

National Association for Practical Nurse Education and Service, 475 Riverside Drive, New York, New York 10027.

National Association for Public School Adult Education, 1201 16th Street, N. W., Washington, D. C. 20036.

National Association of College Women, c/o Mrs. Lillian W. McDaniel, 417 South Davis Avenue, Richmond, Virginia.

National Association of Public School Adult Educators, NEA, 1201 16th Street, N. W., Washington, D. C. 20036.

National Association of Schools of Music, Knox College, Galesburg, Illinois.

National Association of Student Personnel Administrators, University of Illinois, Urbana, Illinois.

National Association of State Directors of Vocational Education, State Education Department, Albany, New York.

National Commission on Accrediting, 1785 Massachusetts Avenue, N. W. Washington, D. C. 20036.

National Council of Catholic Women, c/o National Catholic Welfare Conference, 1312 Massachusetts Avenue, N. W., Washington, D. C. 20005.
National Council of Negro Women, 1318 Vermont Avenue, N. W., Washington, D. C. 20005.
National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036.
National Federation of Business and Professional Women's Clubs, 2012 Massachusetts Avenue, N. W., Washington, D. C. 20036.
National Home Study Council, 1601 18th Street, N. W., Washington, D. C. 20009.
National League for Nursing, Committee on Careers, 10 Columbus Circle, New York, New York 10019.
National Panhellenic Conference, c/o Miss Elizabeth Dyer, 2245 Grandin Road, Cincinnati 8, Ohio.
National Research Council, National Academy of Sciences, 2101 Constitution Avenue, N. W., Washington, D. C. 20037.
National Society for the Study of Education, 5835 Kimbark Avenue, Chicago, 37, Illinois.
Phi Delta Kappa, 8th Street and Union Avenue, Bloomington, Indiana.
Pi Lambda Theta, Suite 404, 815 17th Street, N. W., Washington 6, D.C.
Pilot Club International, 418 Persons Building, Macon, Georgia.
Soroptimist Federation of the Americas, 1616 Walnut Street, Philadelphia, Pennsylvania.
United Business Schools Association, 1518 K Street, N. W., Washington 5, D.C.
United Church Women of the National Council of Churches, 475 Riverside Drive, New York, New York 10027.
United States National Commission for UNESCO, Department of State, Washington, D. C. 20520.
Zonta International, 59 East Van Buren Street, Chicago, Illinois.

Organizations of Employers or of Employing Agencies

Advertising Federation of America, 655 Madison Avenue, New York, New York 10021.
Aerospace Industries Association of America, 1725 DeSales Street, N. W., Washington, D. C. 20036.
Air Transport Association of America, 1000 Connecticut Avenue, N. W., Washington, D. C. 20036.
American Association of Advertising Agencies, 200 Park Avenue, New York, New York 10017.
American Association of Fund-Raising Counsel, 500 Fifth Avenue, New York, New York 10036.
American Bankers Association, 12 East 36th Street, New York, New York 10036.
American Camping Association, Bradford Woods, Martinsville, Indiana.
American Culinary Institute, 393 Prospect Street, New Haven, Connecticut.
American Hearing Society, 919 18th Street, N. W., Washington, D.C. 20006.
American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611.
American Hotel and Motel Association, 221 West 57th Street, New York, New York 10019.

American Institute of Aeronautics and Astronautics, 1290 Avenue of the Americas, New York, New York 10019.
American Institute of Management, 125 East 38th Street, New York, New York 10016.
American Management Association, 135 West 50th Street, New York, New York 10020.
American Municipal Association, 1612 K Street, N. W. Washington 6, D. C.
American National Red Cross, 17th and D Streets, N. W., Washington, D. C.
American Newspaper Publishers Association, 750 Third Avenue, New York, New York 10017.
Atomic Industrial Forum, 850 3rd Avenue, New York, New York 10022.
Center for Applied Linguistics, 1346 Connecticut Avenue, N. W., Washington, D. C. 20036.
Child Welfare League of America, 44 East 23rd Street, New York, New York.
Council on Hotel, Restaurant and Institutional Education, Statler Hall, Ithaca, New York 14850.
Family Service Association of America, 44 East 23rd Street, New York, New York 10010.
Girl Scouts of the U.S.A., 830 Third Avenue, New York, New York 10022.
Institute of Life Insurance Women's Division, 277 Park Avenue, New York, New York 10022.
Insurance Institute of America, 270 Bryn Mawr Avenue, Bryn Mawr, Pennsylvania.
International Consumer Credit Association, 375 Jackson Avenue, St. Louis, Missouri 63130.
Manufacturing Chemists' Association, 1825 Connecticut Avenue, N. W., Washington, D. C. 20009.
Movers' and Warehousemen's Association of America, 1101 Warner Building, Washington, D. C. 20004.
National Association for Mental Health, 10 Columbus Circle, New York, New York 10019.
National Association of Credit Management, 44 East 23rd Street, New York, New York 10010.
National Association of Dental Laboratories, 201 Mills Building, Washington, D. C. 20006.
National Coal Association, 1130 17th Street, N. W., Washington, D. C. 20036.
National Council on Crime and Delinquency, 44 East 23rd Street, New York, New York 10010.
National Federation of Settlements and Neighborhood Centers, 226 West 47th Street, New York, New York 10036.
National Fisheries Institute, 1614 20th Street, N. W., Washington 9, D.C.
National Institute of Drycleaning, 909 Burlington Avenue, Silver Spring, Maryland.
National Lumber Manufacturers Association, 1619 Massachusetts Avenue, N.W., Washington, D. C. 20036.
National Pest Control Association, 250 West Jersey Street, Elizabeth, New Jersey.
National Restaurant Association, 1530 N. Lake Shore Drive, Chicago, Illinois 60610.
National Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois.

Society for Advancement of Management, 16 West 40th Street, New York, New York 10018.
U. S. Savings and Loan League, 221 North LaSalle Street, Chicago, Illinois 60601.
Young Women's Christian Association of the U. S. A., 600 Lexington Avenue, New York, New York 10022.

Overall or Federated Professional Organizations

American Association for the Advancement of Science, 1515 Massachusetts Avenue, N. W., Washington, D. C. 20005.
American Geophysical Union, 1145 19th Street, N. W., Washington, D. C., 20036.
American Public Health Association, 1790 Broadway, New York, New York 10019.
Federation of American Societies for Experimental Biology, 9650 Wisconsin Avenue, N. W., Washington, D. C. 20014.
Financial Analysts Federation, 331 Auburndale Avenue, Auburndale 66, Massachusetts.
National Committee for Careers in Medical Technology, 1785 Massachusetts Avenue, N. W., Washington, D. C. 20036.
National Federation of Modern Language Teachers Associations, 5500 33rd Street, N. W., Washington, D. C. 20015.
National Health Council, 1790 Broadway, New York, New York 10019.
National Association of Teachers' Agencies, 64 East Jackson Boulevard, Chicago 4, Illinois.
Service Bureau for Women's Organizations, 956 Main Street, Hartford 15, Connecticut.

Other Organizations

Acoustical Society of America, 335 East 45th Street, New York, New York 10017.
Administrative Management Society, World Headquarters, Willow Grove, Pennsylvania.
American Anthropological Association, 1530 P Street, N. W., Washington, D. C. 20005.
American Association for Health, Physical Education and Recreation, 1201 16th Street, N. W., Washington, D. C. 20036.
American Association for Public Opinion Research, c/o Paul B. Sheatsley, National Opinion Research Center, 55 Fifth Avenue, New York, New York. 10003.
American Association of Anatomists, School of Medicine, University of Michigan, Ann Arbor, Michigan.
American Association of Industrial Nurses, 170 East 61st Street, New York, New York 10021.
American Association of Marriage Counselors, 27 Woodcliff Drive, Madison, New Jersey.
American Association of Medical Record Librarians, 840 N Lake Shore Drive, Chicago 11, Illinois.
American Association of Nurse Anesthetists, Prudential Plaza, 130 East Randolph Street, Chicago, Illinois 60601.

American Association of Nurserymen, 835 Southern Building, Washington, D. C. 20005.
American Association of School Librarians, 50 East Huron Street, Chicago, Illinois 60611.
American Association of Workers for the Blind, 1511 K Street, N. W., Washington, D. C. 20005.
American Bakers Association, 20 North Wacker Drive, Chicago, Illinois.
American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637.
American Chemical Society, 1155 16th Street, N. W., Washington, D. C. 20036.
American Classical League, Miami University, Oxford, Ohio.
American College of Hospital Administrators, 840 N. Lake Shore Drive, Chicago 11, Illinois.
American Council for Emigres in The Professions, Inc. (ACEP), 345 East 46th Street, New York, New York 10017.
American Council of Railroad Women, c/o Miss Maralouise E. Hoffman, Chesepeake and Ohio Railroad Company, 4000 Terminal Tower, Cleveland, Ohio.
American Dairy Science Association, 32 Ridgeway Circle, White Plains, New York.
American Dental Assistants Association, 410 First National Bank Building, LaPorte, Indiana.
American Dental Association, 222 East Superior Street, Chicago, Illinois 60611.
American Dental Hygienists' Association, 100 East Ohio Street, Chicago, Illinois 60611.
American Economic Association, 629 Noyes Street, Evanston, Illinois 60201.
American Educational Research Association, 1201 16th Street, N. W., Washington, D. C. 20036.
American Federation of Television and Radio Artists, 724 Fifth Avenue, New York, New York.
American Fisheries Society, 1404 New York Avenue, N. W., Washington, D. C.
American Genetic Association, 1507 M Street, N. W., Washington, D. C. 20005.
American Geographical Society, Broadway at 156th Street, New York, New York 10032.
American Geological Institute, 1444 N Street, N. W., Washington, D. C. 20005.
American Guild of Authors and Composers, 158 West 55th Street, New York, New York.
American Guild of Musical Artists, 1841 Broadway, New York 23, New York.
American Guild of Organists, 630 Fifth Avenue, New York, New York 10020.
American Guild of Variety Artists, 551 Fifth Avenue, New York 17, New York.
American Historical Association, 400 A Street, S. E., Washington, D. C. 20003.
American Home Economics Association, 1600 20th Street, N. W., Washington, D. C. 20009.
American Horticultural Society, 1600 Bladensburg Road, N. E., Washington 2, D.C.
American Institute of Architects, 1735 New York Avenue, N. W., Washington, D. C. 20006.
American Institute of Biological Sciences, Suite 200, 2000 P Street, N. W., Washington, D. C. 20036.
American Institute of Certified Public Accountants, 666 Fifth Avenue, New York 19, New York.
American Institute of Chemical Engineers, 345 East 47th Street, New York, New York 10017.

American Institute of Consulting Engineers, 345 East 47th Street,
New York, New York 10017.
American Institute of Interior Designers, 673 Fifth Avenue, New York,
New York 10022.
American Institute of Mining, Metallurgical and Petroleum Engineers,
345 East 47th Street, New York, New York 10017.
American Institute of Nutrition, 9650 Wisconsin Avenue, Washington,
D. C. 20014.
American Institute of Physics, 335 East 45th Street, New York, New York 10017.
American Institute of Planners, 917 15th Street, N. W., Room #800,
Washington, D. C. 20005.
American Library Association, 50 East Huron Street, Chicago, Illinois 60611.
American Mathematical Society, 190 Hope Street, Providence, Rhode Island 02906.
American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.
American Medical Women's Association, 1790 Broadway, New York, New York 10019.
American Meteorological Society, 45 Beacon Street, Boston, Massachusetts 02108.
American Musicological Society, 204 Hare Building, University of Pennsylvania,
Philadelphia 4, Pennsylvania.
American Newspaper Guild, 1126 16th Street, N. W., Washington, D. C. 20036.
American Newspaper Women's Club, 1607 22nd Street, N. W., Washington 8, D. C.
American Nuclear Society, 244 East Ogden Avenue, Hinsdale, Illinois.
American Nurses' Association, 10 Columbus Circle, New York, New York 10019.
American Occupational Therapy Association, 250 West 57th Street, New York 19,
New York.
American Optometric Association, 4030 Chouteau Avenue, St. Louis 10, Missouri.
American Osteopathic Association, 212 East Ohio Street, Chicago, Illinois 60611.
American Patent Law Association, 802 National Press Building, Washington, D. C.
20004.
American Pharmaceutical Association, 2215 Constitution Avenue, N. W.,
Washington, D. C. 20008.
American Philological Association, 203 Murphey Hall, University of North
Carolina, Chapel Hill, North Carolina.
American Philosophical Association, c/o Louis E. Hahn, Southern Illinois
University, Carbondale, Illinois 62903.
American Physical Therapy Association, 1790 Broadway, New York, New York 10019.
American Physiological Society, 9650 Wisconsin Avenue, Washington, D. C. 20014.
American Phytopathological Society, RD #2,Ithaca, New York.
American Podiatry Association, 3301 16th Street, N. W., Washington, D. C. 20010.
American Political Science Association, 1726 Massachusetts Avenue, N. W.,
Washington, D. C. 20006.
American Psychiatric Association, 1700 18th Street, N. W., Washington, D. C.
20009.
American Psychological Association, 1333 16th Street, N. W., Washington,
D. C. 20006.
American Radium Society, UCLA Medical Center, Los Angeles 24, California.
American Registry of Medical Assistants, P. O. Box 29, Thompsonville,
Connecticut.
American Registry of Radiologic Technologists, 2600 Wayzata Boulevard,
Minneapolis, Minnesota 55405.
American Roentgen Ray Society, 200 First Street, S. W., Rochester, Minnesota.

American School Food Service Association, P. O. Box 8811, Denver 10, Colorado.
American Society for Horticultural Science, 301 Horticulture Building, Michigan State University, East Lansing, Michigan.
American Society for Microbiology, 115 Huron View Boulevard, Ann Arbor, Michigan.
American Society for Pharmacology and Experimental Therapeutics, 9650 Wisconsin Avenue, N. W., Washington, D. C. 20014.
American Society for Public Administration, 6042 Kimbark Avenue, Chicago Illinois 60637.
American Society of Agricultural Engineers, 420 Main Street, St. Joseph, Michigan 49085.
American Society of Agronomy, 677 South Segoe Road, Madison 11, Wisconsin.
American Society of Animal Science, c/o Q Corporation, 39 Sheridan Avenue, Albany, New York 12210.
American Society of Auctioneers, 5326 Conde Street, St. Louis, Missouri 63107/
American Society of Biological Chemists, 9650 Wisconsin Avenue, N. W., Washington, D. C. 20014.
American Society of Composers, Authors and Publishers, 575 Madison Avenue, New York, New York 10022.
American Society of Heating, Refrigerating and Airconditioning Engineers, United Engineering Center, 345 East 47th Street, New York, New York 10017.
American Society of Ichthyologists and Herpetologists, Department of Biology, San Fernando Valley State College, Northridge, California.
American Society of Industrial Designers, 15 East 48th Street, New York, New York 10017.
American Society of Landscape Architects, 2000 K Street, N. W., Washington, D. C. 20006.
American Society of Limnology and Oceanography, Sapelo Island Research Foundation, Sapelo Island, Georgia.
American Society of Mechanical Engineers, 345 East 47th Street, New York, New York 10017.
American Society of Medical Technologists, Suite 25, Hermann Professional Building, Houston, Texas 77025.
American Society of Naval Engineers, 1012 14th Street, N. W., Suite 403, Washington, D. C. 20005.
American Society of Photogrammetry, 6269 Leesburg Pike, Falls Church, Virginia.
American Society of Plant Physiologists, Radiation Biology Laboratory, Smithsonian Institution, Washington, D. C. 20560.
American Society of Radiologic Technologists, 537 South Main Street, Fond du Lac, Wisconsin.
American Society of Safety Engineers, 5 North Wabash Avenue, Suite 1705, Chicago, Illinois 60602.
American Society of Sanitary Engineering, 228 Standard Building, Cleveland 13, Ohio.
American Society of Training Directors, 2020 University Avenue, Madison 5, Wisconsin.
American Society of Travel Agents, 360 Lexington Avenue, New York, New York 10017.
American Sociological Association, 1755 Massachusetts Avenue, N. W., Washington, D. C. 20036.
American Speech and Hearing Association, 1001 Connecticut Avenue, N. W., Washington, D. C. 20036.

American Veterinary Medical Association, 600 South Michigan Avenue, Chicago 5, Illinois.
American Women in Radio and Television, 75 East 55th Street, New York, New York 10022.
Archaeological Institute of America, 100 Washington Square East, New York, New York 10003.
Associated Actors and Artistes of America, 226 West 47th Street, New York, New York 10036.
Association of American Geographers, 1146 16th Street, N. W., Washington, D. C. 20036.
Association of American Women Dentists, 6115 La Vista Drive, Dallas 14, Texas.
Association of Art Museum Directors, The Los Angeles County Museum, Exposition Park, Los Angeles 7, California.
Association of Medical Illustrators, College of Medicine, University of Nebraska, 42nd Street and Dewey Avenue, Omaha 5, Nebraska.
Botanical Society of America, c/o B. L. Turner, Department of Botany, University of Texas, Austin, Texas 78712.
Career Clinic for Mature Women, Inc. of Greater Minneapolis, 127 City Hall, Minneapolis 15, Minnesota.
College and University Personnel Association, 605 South Goodwin, Urbana, Illinois.
Council on Social Work Education, 345 East 46th Street, New York, New York 10017.
Credit Women's Breakfast Clubs of North America, 1864 Railway Exchange Building, St. Louis 1, Missouri.
Dance Masters of America, Shoreham Hotel, Washington, D. C.
Education Writers Association, 525 West 120th Street, New York 27, New York.
Electrochemical Society, 30 East 42nd Street, New York, New York 10017.
Entomological Society of America, 4603 Calvert Road, College Park, Maryland.
The Fashion Group, 9 Rockefeller Plaza, New York, New York.
Financial Executives Institute, 2 Park Avenue, New York, New York 10016.
Gemological Institute of America, 11940 San Vicente Boulevard, Los Angeles, California 90049.
Geological Society of America, 419 West 117 Street, New York, New York 10027.
Guild of Prescription Opticians of America, 494 Broad Street, Newark, New Jersey 07102.
Illuminating Engineering Society, 345 East 47th Street, New York, New York 10017.
Industrial Designers' Institute, 441 Madison Avenue, New York, New York 10022.
Institute of Electrical and Electronics Engineers, Box A, Lenox Hill Station, New York.
Institute of Food Technologists, 176 West Adams Street, Chicago, Illinois 60603.
Institute of Real Estate Management, 36 South Wabash Avenue, Chicago 3, Illinois.
Institute of Traffic Engineers, 1725 De Sales Street, N. W., Washington, D.C.
Inter-American Commission of Women, Specialized Organization of the Organization of American States, Pan American Union, Washington, D. C.
International Association of Chiefs of Police, 1319 18th Street, N. W., Washington, D. C. 20036.
International Association of Personnel Women, c/o Miss Dorothy Kelley, Olin Mathieson Chemical Corporation, East Alton, Illinois.
International Association of Women Police, Suite 1705, 100 North LaSalle Street, Chicago 2, Illinois.

International City Managers' Association, 1313 East 60th Street, Chicago, Illinois 60637.
Jewish Vacation Association, Inc., 207 East 84th Street, New York 28, New York.
Junior Engineering Technical Society, c/o United Engineering Center, 345 East 47th Street, New York, New York 10017.
Linguistic Society of America, Box 8120, University Station, Austin, Texas.
Mathematical Association of America, 3435 Main Street, Buffalo, New York.
Modern Language Association of America, 4 Washington Place, New York, New York.
Music Educators National Conference, 1201 16th Street, N. W., Washington, D.C.
Mycological Society of America, Pioneering Research Division, U. S. Army, Natick Laboratories, Natick, Massachusetts.
National Association for Music Therapy, Box 15, Lawrence, Kansas 66044.
National Association of Accountants, 505 Park Avenue, New York, New York.
National Association of Bank-Women, 60 East 42nd Street, New York, New York.
National Association of Broadcasters, 1771 N Street, N. W., Washington, D. C. 20036.
National Association of Credit Management, 44 East 23rd Street, New York, New York. 10010.
National Association of Educational Secretaries, 1201 16th Street, N. W. Washington, D. C. 20036.
National Association of Insurance Women, 823 South Detroit Avenue, Room 330 E, Tulsa 20, Oklahoma.
National Association of Housing and Redevelopment Officials, 1413 K Street, N. W., Washington, D. C. 20005.
National Association of Insurance Agents, 801 Warner Building, Washington, D. C. 20004.
National Association of Legal Secretaries, 6953 Columbia Place, University City 30, Missouri.
National Association of Life Underwriters, 1922 F Street, N. W., Washington, D. C. 20006.
National Association of Parliamentarians, 7515 Harrison, Kansas City 31, Missouri.
National Association of Purchasing Agents, 11 Park Place, New York, New York.
National Association of Real Estate Boards, 36 South Wabash Avenue, Chicago 3, Illinois.
National Association of Social Workers, 2 Park Avenue, New York 16, New York.
National Association of Women in Construction, 1516 West 10th Street, Little Rock, Arkansas.
National Association of Women Lawyers, American Bar Center, 1155 East 60th Street, Chicago 37, Illinois.
National Commission for Social Work Career, 345 East 46th Street, New York, New York.
National Council of Teachers of Mathematics, 1201 16th Street, N. W., Washington, D. C. 20036.
National Federation of Licensed Practical Nurses, 250 West 57th Street, New York, New York.

National Federation of Music Clubs, Suite 1215, 600 South Michigan Avenue, Chicago 5, Illinois.
National Federation of Press Women, c/o Mrs. F. H. Price, 9055 Rockville Road, Indianapolis 21, Indiana.
National Funeral Directors Association, 135 West Wells Street, Milwaukee 3, Wisconsin.
National Hairdressers and Cosmetologists Association, 175 Fifth Avenue, New York, New York 10010.
National League of American Pen Women, 1300 17th Street, N. W., Washington, D. C. 20036.
National Locksmiths Association, 2703 East Third Avenue, Denver 6, Colorado.
National Recreation Association, 8 West 8th Street, New York, New York 10011.
National Rehabilitation Association, 1029 Vermont Avenue, N. W., Washington, D. C. 20005.
National Science Teachers' Association, 1201 16th Street, N. W., Washington, D. C. 20036.
National Secretaries Association (International) 1103 Grand Avenue, Kansas City, Missouri 64106.
National Selected Morticians, 1616 Central Street, Evanston, Illinois.
National Shorthand Reporters Association, 19 Burtis Avenue, Rockville Center, Long Island, New York.
National Social Welfare Assembly, 345 East 46th Street, New York, New York 10017.
National Society of Professional Engineers, 2029 K Street, N. W., Washington, D. C. 20006.
Optical Society of America, 1155 16th Street, N. W., Washington, D. C. 20036.
The Peace Corps Training Program, 806 Connecticut Avenue, N. W., Washington, D. C. 20006.
Professional Photographers of America, 152 W. Wisconsin Avenue, Milwaukee 3, Wisconsin.
Public Relations Society of America, 375 Park Avenue, New York, New York 10022.
Registry of Medical Technologists, P. O. Box 44, Muncie, Indiana.
Sales and Marketing Executives, International, 630 Third Avenue, New York, New York 10017.
Seismological Society of America, 465 California Street, San Francisco 4, California.
Showmen's League of America, 300 West Randolph Street, Chicago, Illinois.
Society of Actuaries, 208 South LaSalle Street, Chicago, Illinois 60604.
Society of American Archivists, Wayne State University, Detroit, Michigan 48202.
Society of American Florists, Sheraton Park Hotel, Washington, D. C. 20008.
Society of American Foresters, 425 Mills Building, 704 17th Street, N. W., Washington, D. C. 20006.
Society of Automotive Engineers, 485 Lexington Avenue, New York, New York 10017.
Society of Economic Geologists, Room 4234, GSA Building, Washington, D. C. 20405.
Society of Economic Paleontologists and Mineralogists, Box 979, Tulsa, Oklahoma.
Society of Exploration Geophysicists, 913 Shell Building, Tulsa, Oklahoma.

Society of Fire Protection Engineers, 60 Batterymarch Street, Boston, Massachusetts 02110.

Society of Illustrators, 128 East 63rd Street, New York, New York 10021.

Society of Motion Picture and Television Engineers, 9 East 41st Street, New York, New York 10017.

Society of Nuclear Medicine, 333 North Michigan Avenue, Chicago, Illinois.

Society of Women Engineers, United Engineering Center, 345 East 47th Street, New York, New York 10017.

The Society of Woman Geographers, 1216 Connecticut Avenue, N. W., Washington, D. C. 20036.

Soil Conservation Society of America, 7515 N. E. Ankeny Road, Ankeny, Iowa.

Special Libraries Association, 31 East 10th Street, New York, New York 10003.

Women's Council of the National Association of Real Estate Boards, 36 Wabash Avenue, South, Chicago, Illinois 60603.

Woman's National Farm and Garden Association, Thornhurst Road, Falmouth Foreside, Portland, Maine.

Women's National Press Club, 1204 National Press Building, Washington, D. C. 20004.

Women's Veterinary Medical Association, Box 250, Great Barrington, Massachusetts.

Writer's Guild of America, East, 22 West 48th Street, New York 36, New York.

Writer's Guild of America, West, 8955 Beverly Boulevard, Los Angeles 48, California.